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ABSTRACT

An annotated bibliography, this publication includes 578 items of research or investigation in adult education, most of which are dated 1970 or 1971. They cover adult learning characteristics, program planning and administration, learning environments, instructional methods, curriculum materials and instructional devices, personnel and staffing, education of particular groups, program areas, professional and technical continuing education, management and supervisory development, labor education, occupational training, institutional sponsors, and international perspectives in adult education. Included is an author index, a note on availability of the documents, an order blank for the ERIC Document Reproduction Service, and a listing of other publications of the ERIC Clearinghouse on Adult Education. (Author/DB)

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RESEARCH AND INVESTIGATION IN ADULT EDUCATION

1971 ANNUAL REGISTER

Edited by
STANLEY M. GRABOWSKI

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ERIC Clearinghouse on Adult Education
and
Adult Education Association of the U.S.A.

THE ADULT EDUCATION ASSOCIATION OF THE USA

A national organization for individuals as well as institutions dedicated to the development of unity of purpose in the adult educational movement; the production of available knowledge about adult education for the membership; the continuous effort to alert the nation's key leaders and the general public to the need for continuing education; the establishment of a home base for those who make adult education their chosen life's work.

PUBLICATIONS

Adult Leadership is a national magazine published monthly, except July and August, specifically for all adult educators, and for persons interested in adult education. It provides a reservoir of ideas and techniques in continuing education through articles, special sections and regular features.

Adult Education is a national magazine published quarterly and designed for the interests of the professional worker in adult education. It deals primarily with research and theory in adult education. Summer issues list pertinent surveys and research in progress in adult education.

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ABSTRACT

An annotated bibliography including 578 items of research or investigation in adult education, mostly dated 1970 or 1971 They cover adult learning characteristics, program planning and administration, learning environments, instructional methods, curriculum materials and instructional devices, personnel and staffing, education of particular groups, program areas, professional and technical continuing education, management and supervisory development, labor education, occupational training, institutional sponsors, and international perspectives in adult education. Included is an author index, a note on availability of the documents, an order blank for the ERIC Document Reproduction Service, and a listing of other publications of the ERIC Clearinghouse on Adult Education.

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INTRODUCTION

This is the seventeenth annual compilation of research and data gathering investigations in adult education. From 1955 through 1967, each Summer issue of Adult Education carried the review. In 1968 it became a separate publication of the Adult Education Association in cooperation with ERIC/AE.

This volume contains 578 entries a considerable number less than the 1970 Register. However, this should not be construed as a drop in the number of reports which were produced during the past year. The reason there are less reports in this year's register is that it covers only 9 months, whereas the previous year's register covered close to 14 months. We have deliberately moved the deadline for entries forward in order to make this volume available earlier.

The entries are classified by a rough and ready set of categories used for sorting documents in ERIC/AE. Each section of this classification is identified by a four digit number. Each entry has also a sequential item number. Cross references are to other closely related item numbers which may be scattered throughout the Register.

Many documents in this Register have been reported in the following two monthly catalogs of the ERIC system, which are the best means of keeping up with the current research and development literature in all parts of education.

Research in Education
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Washington, D.C. 20402 for $21.00 per year
($26.50 outside the U.S.)

Current Index to Journals in Education
CCM Information Corporation
909 Third Avenue
New York, N.Y. 10022 - 12 monthly issues $34.00

We have tried to give a reliable source for all the documents. Many of the listed reports may be obtained in microfiche or hard copy reproductions from the ERIC Document Reproduction Service (EDRS).. Please read carefully the note on availability of documents on page 335.

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0000 INFORMATION SOURCES

0005 INTRODUCTIONS, TEXTS, HANDBOOKS

See: item number 575.

0015 MAJOR SUBJECT BIBLIOGRAPHIES

1. ESKIMO ACCULTURATION Hippler, Arthur E. Alaska University, EDRS PRICE MF $0.65, HC $9.87. Also available from Institute of Social Economic, and Government Research, University of Alaska, College, Alaska 99701 ($5.00). Aug. 1970. 215p. (ED 048 983)

   This selected, annotated bibliography provides 196 abstracts of Alaskan and other acculturation studies and related matter. The test contains studies on Alaska Eskimos, Alaska Indians, northwestern Alaskan groups in general, eight specific northwestern groups, Eskimos in Southwest Alaska, Asiatic Eskimos and other Siberian aborigines, Canadian Eskimos and Indians, Alaska native populations (both Eskimos and Indians), Greenland Eskimos, Aleuts, and aspects of the four major subdivisions (Greenland, Canada, Alaska, Asia) of the total Eskimo domain. Section 1 lists items alphabetically by author, date, and title, with reference to abstract number and page where cited; it also briefly describes the locations of northwestern Alaska Eskimo Groups. Section 3 similarly lists the studies, but also arranges them as follows: precontact and earliest white contact through 1966; middle contact (1867-1914); late contact (1915-1940); and contemporary (since 1940).

See also: item numbers 99, 147, 154, 160, 163, 172, 320, 422, 444, 505, 557.

0030 LIBRARIES, INFORMATION SERVICES--U.S. INFORMATION DISSEMINATION

2. ERIC CLEARING HOUSE ON ADULT EDUCATION INFORMATION ANALYSIS PRIORITIES 1970. 1970. 61p. ERIC (AE)

This report outlines the substantive areas in the 1970 work plan for educational analysis in the Educational Research Information Center Clearinghouse on Adult Education. Section one presents four broad areas of concern in which work will be concentrated: education of special learning groups; personnel development in adult education; instructional methods; and planning and coordination in adult education training. Section II outlines information analysis projects in other areas. The third section discusses all kinds and purposes of information analysis as related to the nature of adult education. The fourth section analyzes the process by which 1970 priorities were determined by assembling a list of possible projects for review by meetings of subject experts under the leadership of the Commission of Professors of Adult Education is outlined, with comment on merging present effort into this long range plan. Appendices contain: a list of 21 broad domains of adult education concerns; a subject classification from which these domains were derived; and a list of trainers and educators who contributed to the study.

See also: item numbers 24, 182.

0050 SOCIAL CONTEXT OF ADULT EDUCATION

See: item numbers 165, 261, 394, 556.

0100 PHILOSOPHY, POLICIES, GENERAL OBJECTIVES

See: item number 410.

0150 LEGISLATION

See: item numbers 24, 236, 294, 308, 335, 563.

0175 FINANCE COSTS

3. ADULT AND CONTINUING EDUCATION. SPECIAL STUDY NUMBER 5 OF THE NATIONAL EDUCATION FINANCE PROJECT. Thomas, J. Alan; Griffith, William S. Chicago University. EDRS PRICE MF $0.65 HC $9.87. 1970. 216p. (ED 047 230)

This study examined relationships between adult education provisions and their use, especially in the public school context. Data were drawn from five school districts in ten states. Nationwide adult participation in various fields of study was surveyed, followed by involvement by government at all levels. Such concepts as investment versus consumption, available educational opportunities, local income and educational levels, and the nature of private and social demand, were introduced as a theoretical basis for studying financial support to adult and continuing education. Constitutional and legislative provisions within a number of states were then outlined. Analyses were also made of adult educational demand (including actual enrollments and expenditures) in the 50 sample school districts; decision making and other elements (staffing, salaries, equipment, and so on) in the actual production of educational services; and differing approaches to adult education employed in Chicago, Detroit, Los Angeles, and New York. Finally, attention was given to existing and possible decision making procedures relevant to program selection.

See also: item numbers 372, 554.

0200 ENROLLMENT, PARTICIPATION DATA

See: item numbers 298, 392, 453, 540.

0250 STUDIES AND PLANNING--Local Level

4. ADULT EDUCATION PARTICIPATION IN THE INDUSTRIAL SUBURB OF WEST MILWAUKEE, WISCONSIN. Robinson, Russell D. In Adult Education; v20 n4. Summer 1970. p226-232.

The village of West Milwaukee, Wisconsin, was studied to determine availability of and participation in adult education programs by village residents. Although funds and facilities were available to support educational programs, the survey revealed a low participation rate of 9.4 per cent. It is felt that this and other findings reflect the traditionally negative attitude toward further education often found in lower middle-class societal groups and the inability of adult education agencies to provide educational programs to attract this segment of the population

5. A STUDY OF COMMUNITY RESOURCE DEVELOPMENT AND COMMUNITY SERVICE PROGRAM COORDINATION BETWEEN COOPERATIVE EXTENSION AND COMMUNITY COLLEGES IN NEW YORK. Hill, Daniel. Missouri University. EDRS PRICE MF $0.65. HC $3.29. 1970. 86p. (ED 043 805)

A study was made to define areas where Community Resource Development-Community Services program coordination between Cooperative Extension and Community Colleges may integrate at the local level. Objectives were to describe similarities and differences of both programs, to identify attitudes of personnel toward the program areas and possible joint program effort, and to formulate a model for cooperation. A questionnaire was developed and mailed to 35 persons in community colleges throughout New York State and to 47 extension agents and four regional specialists in New York; returns were 86 per cent and 95 per cent respectively. There was no evidence of overlap in program content; community colleges emphasized vocational-technical, cultural, and basic education while extension emphasis was on land use, natural resources, and environment. There was overlap for clientele by both emphasizing a suburban, middle income audience. Wide differences in background of personnel in both institutions appeared. More positive attitudes toward the program area were expressed by the community college personnel; but both groups expressed common problem area concerns in program development.

See also: item numbers 3, 5, 80, 84, 86, 112, 255, 453, 502, 503, 530.

0300 STUDIES AND PLANNING--STATE AND REGIONAL

6. THE IMPACT OF FEDERAL PROGRAMS ON STATE PLANNING AND COORDINATION OF HIGHER EDUCATION. Cox, Lanier; Harrell, Lester E. Southern Regional Education Board, Atlanta, Ga. EDRS PRICE MF $0.65. HC $9.87. Also available from Southern Regional Education Board, 130 Sixth Street N.W., Atlanta, Ga. 30313. 1969. 243p. ED 037 176

This study examines the state administration of each of the following state-coordinated federal programs: the Higher Education Facilities Act of 1963; Title I, Community Service and Continuing Education Programs, and Title VI, Part A, Equipment for the Improvement of Undergraduate Instruction, of the Higher Education Act of 1965; and the State Technical Services Act of 1965. The study analyzes the impact of both the state-coordinated and direct federal programs on state planning and coordination. It also determines the opinions of institutional presidents and state officials on extending the concept of state-coordination to other federal programs and on the need for new types of federal programs and the methods for their implementation. Proposals for new programs include: (1) federal support for state and institutional planning, (2) a federal program of general institutional grants; and (3) a federal tax remission program for education. Lists of the participating states, agencies and institutional presidents, and the questionnaires are appended.

See also: item numbers 109, 138, 284, 297, 298, 306, 331, 341, 373, 374, 417, 420, 421, 429, 455, 469, 483, 489, 505, 553.

0350 STUDIES AND PLANNING--NATIONAL LEVEL

See: item numbers 3, 10, 18, 21, 95, 175, 236, 245, 292, 319, 333, 335, 336, 337, 343, 355, 370, 372, 397, 404, 408, 411, 414, 432, 443, 449, 540, 554, 568, 578.

0500 HISTORY

7. THE FOLK HIGH SCHOOL (F.H.S.) CONTRIBUTION TO RURAL DEVELOPMENT IN A CHANGING WORLD. Burgman, Hans. African Adult Education Association, Dar es Salaam (Tanzania). Paper at the Third Conference, African Adult Education Association, Dar es Salaam, Tanzania, April 19-24, 1971. 6p.

The author reviews the historical background and social effects of the Scandinavian folk high schools, then discusses the impact of folk schools on developing nations, the adaption of the idea to overseas countries, the particular influence of the Scandinavian folk schools on Africa, and implications for the future.

8. A HISTORICAL STUDY OF THE EXTENSION ACTIVITIES OF THE CALIFORNIA STATE LIBRARY WITH PARTICULAR EMPHASIS ON ITS ROLE IN RURAL LIBRARY DEVELOPMENT. 1850-1966. Kunkle, Hannah Josephine. Florida State University. University Microfilms (Order No. 70-3821). Ph.D. Thesis. 1969. 240p.

Founded in 1850, the California State Library made its first moves toward extension in the 1890's under State Librarian W.D. Perkins. His successor, Frank L. Coombs, made the Library's board of trustees relatively free of political influence. State Librarian James L. Gillis established a county library system supported by the State Library, began librarian training programs, and succeeded in getting county library laws passed. The next State Librarian kept the system functioning during World War I and the 1920's, and prevented the county libraries from being placed under county boards of education. State Librarian Mabel Gillis helped keep the system alive during the Depression, gave library service to the military establishment and the Japanese War Relocation Centers during World War II, began reference service to institutional libraries, secured Federal aid for various programs, and tried to obtain passage of a library demonstration bill. State Librarian Carma Leigh, appointed in 1951, encouraged the systems concept of library development and helped achieve important library legislation, including the Public Libraries Services Act (1963). Federal aid was obtained for rural libraries (1956), later for urban libraries (1964). In 1959, the state legislature officially recognized the educational nature of library work.

9. THE DEVELOPMENT OF ADULT EDUCATION IN ONTARIO, 1790-1900. Vernon, Foster. Toronto University (Ontario). Available from Library, Ontario Institute for Studies in Education, 102 Bloor Street West, Toronto 5, Ontario, Canada ($10.40 Canadian). Ed.D. Thesis. 1969. 583p.

10. AN HISTORICAL TABLE OF ADULT EDUCATION IN CANADA. In *Continuous Learning*; v9 n6. Nov.-Dec. 1970. p233-238.

Includes activities and dates, selected to illustrate development, but with no attempt to be inclusive.

11. THE HISTORY OF ADULT EDUCATION. Hudson, J.W. Available from Augustus M. Kelley, Publishers, 24 East 22nd Street, New York, N.Y. 10010 ($10.00) Reprint. 1969. 254p.

Beginning with such movements as the eighteenth century moral reformation societies and Welsh Sunday schools, and the first adult schools for both men and women in the early 1800's, this historical review traces British adult education up to 1850. Emphasis is on the extensive and widespread programs of the Mechanics' (workingmen's) Institutes and other educational agencies serving poorer, working class adults in both urban and rural areas. The pioneering Birmingham Brotherly Society is described, followed by subsequent institutes and literary societies set up in Aberdeen, Bristol, Edinburgh, Glasgow, Leeds, Liverpool, Manchester, Newcastle, Nottingham, Portsmouth, Sheffield, and smaller communities. Attention is also given to what is characterized as the declining role of philosophical and literary institutions and similar learned associations which had been catering mainly to middle and upper class subscribers. Courses and other educational activities conducted through mutual improvement societies, federations of Mechanics' Institutes, schools of design, libraries, lyceums, museums, societies for farmers and factory workers, and other bodies are also described, followed by developments in Europe, North America, Australia, and elsewhere. An index and 37 tables are included.

See also: item numbers 12, 15, 61, 132, 339, 342, 410, 500, 501, 502, 529, 542, 563, 564, 566, 569, 571, 577, 578.

0550 BIOGRAPHY

See: item numbers 99, 500, 501.

0900 ADULT EDUCATION AS A FIELD OF STUDY

12. HANDBOOK OF ADULT EDUCATION. Smith, Robert M., Ed.; And Others, Ed. Adult Education Association of the U.S.A., Washington, D.C. Available from The Macmillan Company, 866 Third Avenue, New York, N.Y. 10022. 1970. 594p.

The 1970 edition of this handbook is an attempt to reflect the totality of adult education--its background, function, objectives, and roles--as a discipline and in American society. It is divided into three parts. Part I discusses forms, functions, and the future of adult education--social setting and international dimension for adult education, program development and evaluation, information resources and services, technology, research and theory, philosophical consideration and adult educators. Part II contains papers on institutional forms and arrangements in adult education--colleges and universities, public schools, libraries and museums, cooperative extension service, armed forces, labor unions, business and industry, health and welfare agencies, religious institutions. The third part outlines program areas--curriculum and content, adult basic education, education for the family, social and public responsibilities, vocational and technical education, continuing and self fulfillment education. Three appendixes present a directory of participating organizations of the Committee of Adult Education Organizations, information sources in adult education, and the contents of past handbooks.

13. THE RECIPIENTS OF THE DOCTORATE IN ADULT EDUCATION--THEIR MORALE AND THEIR PERCEPTION OF THEMSELVES AS OPINION LEADERS. Hoyt, Harold P. Wyoming Univ. University of Wyoming Photo Service, P.O. Box 3441, University Street, Laramie, Wyoming 82070 (MF $11.04). Ed.D. Thesis. Jan. 1969. 180p.

This study noted areas of concern in adult education; assessed the level of morale of adult educators who hold the doctorate degree; and discerned whether adult educators perceive themselves to be opinion leaders. The data were collected from a random sample of adult educators who hold doctorates and are residents of the United States. Findings included the following: (1) job mobility was high; (2) concern about graduate programs, negative or positive, was not related to the individual's level of morale as assessed by administration of the morale scale to the subjects in the sample; (3) respondents believed that, in preparatory programs, there should be greater emphasis on the implementation of adult education and on the behavioral science segment of the curriculum; (4) neither the importance nor the consequence of being opinion leaders in the field of adult education was an important item of general concern; (5) a high rating on the morale scale was not indicative of a high rating on the opinion leader scale; (6) the group's decision about where on a scale continuum adult educators rate as opinion leaders was about the same as the group rating assessed by the administration of the opinion leader scale; that is, they were rated average by both methods; and (7) longevity of work in the field did not affect the level of morale.

14. COMPLETION STUDY REPORT ON COMPLETION PROBLEMS IN THE PH.D. PROGRAMS AT CHICAGO (UNIVERSITY OF). Cunningham, Phyllis; And Others EDRS PRICE MF $0.65. 1970. 55p. ED 044 590

Based on adult education students who completed Ph.D. work in the Department of Education, University of Chicago, during 1960-1969, this study examined the problems they perceive in completing doctoral study. Eighty-five doctoral graduates submitted usable questionnaires. Data were obtained on completion time as related to such variables as number of dependents, sources of financial support, language requirements, leaving or not leaving the university before completing the program, time expected for completion, perceived adequacy of counseling, perception of delaying factors as internal (personal) or external (circumstantial), and conditions seen as aiding or hindering progress at various stages. Respondents completed the Ph.D. at least as quickly as students in most other special fields within the Department of Education. The graduates who had finished most quickly and several dependents, worked part time and/or received a university scholarship or support from a home university, completed preliminaries in four quarters or less, and saw delaying factors as primarily external rather than personal. Unfavorable perceptions of counseling especially at the entry and proposal stages, have increased as faculty and student body size have grown.

15. A CONTENT ANALYSIS OF "ADULT EDUCATION." Dickinson, Gary; Rusnell, Dale. In Adult Education; v21 n3. Spring 1971. p177-185.

The twenty volumes of Adult Education published between 1950 and 1970 were analyzed to ascertain trends and patterns in the contents of the journal as indications of the development of the discipline of adult education. The use of journal space, types and subjects of articles, as well as citation and authorship practices were examined by five year periods. An increase in the proportion of authors affiliated with a university was coincident with longer articles and more references cited. There was a steadily increasing emphasis on research-based articles with a decreasing emphasis on program descriptions and statements of personal belief or experience. The subject matter analysis indicated that there had been a rapid increase to more than one-third in the most recent period in the number of articles concerned with the fundamental principles underlying adult learning.

16. TOWARD A THEORY OF PRACTICE. Mezirow, Jack. In Adult Education; v21 n3. Spring 1971. p135-147.

This paper suggests a rationale and strategy for developing a research-based body of theory, indigenous to adult education and of practical utility to practitioners in program development, program evaluation, training and in setting research priorities. Epistemological and methodological considerations in the development of a theory of practice are explored. Central among the former is the question of the nature of meaning as a construction of the individual in social interaction. Central among the latter are ways of understanding the reality of interaction in adult educational enterprise without distortions endemic to research methodology of the social sciences.

Glaser and Strauss have suggested a research approach useful for developing a theory of practice in adult education. This involves the systematic construction of an evolving and integrated body of inductively formulated generalizations by which the behavior of adults in educational situations may be understood and predicted.

17. THE DESIGN OF A DOCTORAL DEGREE PROGRAM IN ADULT EDUCATION BASED ON THE EXPRESSED ADULT EDUCATION NEEDS OF PROFESSIONAL PRACTITIONERS. Veri, Clive Chester. Nebraska University. University Microfilms (Order No. 69-9655). Ph.D. Thesis. 1968. 124p.

The purpose of this investigation was to design a program of studies leading to the doctor's degree in adult education based on the expressed educational needs of professional adult educators in the field. The data provided by 90 respondents were analyzed to determine the reliability of, or extent of agreement among, the respondents' ratings of 60 subject-matter areas presented in a questionnaire. The following were among the subject areas recommended for the program of studies: (1) core curriculum (history and philosophy of adult education, designing and evaluating adult education programs, psychology of adult education, sociology of adult education, social change, special problems in adult education); (2) general studies (organization and administration of adult agencies, methods and media in adult education, educational psychology, general survey, cultural change, fundamental research techniques, utilization and evaluation of audio-visual aids, interpreting educational research, social psychology); (3) administration (public relations, personnel administration, internship in adult education, budget development and control in education, public speaking); (4) teaching (contemporary educational trends); and (5) research (statistical methods, research design).

18. A SURVEY OF GRADUATE PROGRAMS IN ADULT EDUCATION IN THE UNITED STATES AND CANADA. Ingham, Roy J.; And Others. Florida State University. EDRS PRICE MF $0.65, HC $3.29. Oct. 1970. 32p. ED 044 571

Second in a series, this survey was designed to provide information about some aspects of graduate study in adult education in the United States and Canada. It differs from the first, dated July, 1968, in that only data likely to change appreciably in one year were included. Some of the major changes between the last and present reports are: full-time faculty increased from 55 to 88; part-time faculty decreased from 82 to 78, but 96 faculty from other departments were participating in the adult education program; full-time doctoral students increased from 330 to 387; part-time doctoral students increased from 369 to 526. At the masters level, full-time students increased from 179 to 259; and part-time students increased from 556 to 753; a decline took place in the number of students engaged in writing their dissertation. The number of assistantships increased from 100 to 137; fellowships, from 22 to 44; and internships, from 55 to 77. (The questionnaire is included in the appendix.)

See also: item numbers 26, 194, 216, 575.

0950 ADULT EDUCATION RESEARCH

19. NON-DEGREE RESEARCH IN ADULT EDUCATION IN CANADA, 1969. (LES RECHERCHE EN EDUCATION DES ADULTES AU CANADA, 1969.) Canadian Assn. for Adult Education, Toronto (Ontario); Institut Canadien d'Education des Adultes, Montreal (Quebec); Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education. EDRS PRICE MF $0.65, HC $6.58. Text in English and French. Jul. 1970. 107p. ED 043 845

A bilingual document summarizes 78 Canadian nondegree research studies (both completed and in progress) in adult education in 1969. Twenty-six projects were completed; they covered such subjects as educational needs, community colleges, school teachers as part time teachers of adults, audiovisual aids, leisure time, employment, educational radio, and group dynamics. The remaining 52 uncompleted projects are concerned with such areas as communication among disadvantaged adults, teaching methods, adjustment problems of low income rural adults, participation patterns, education in cooperatives, dropout characteristics, training adult basic education teachers, testing, and evaluation. Respondents (including those with no research report) are listed by geographical areas and organizations. An author and title index and a bilingual subject index are also included.

20. ADULT EDUCATION DISSERTATION ABSTRACTS: 1963-1967. DeCrow, Roger, Ed.; Loague, Nehume, Ed. ERIC Clearinghouse on Adult Education. EDRS PRICE MF $0.65, HC $13.16. Also available from Adult Education Association of the U.S.A., 1225 Nineteenth Street, N.W., Washington, D.C. 20036. Jan. 1971. 309p. ED 044 537

This bibliography contains citations, abstracts, and ordering information for 505 dissertations pertinent to the education or training of adults. Studies are classified by broad subject headings used in the ERIC Clearinghouse on Adult Education. Each section of the classification is identified by a four digit number, with a one, two, three digit number for each entry. (Dissertations guided by members of the Commission of Professors of Adult Education bear an asterisk.) Author, institutional, and methodological indexes are provided; evaluation studies are identified by an "i" in the last index. In terms of the number of cross references, the principal subject areas are: types of programs (24.1%), institutional sponsors (16.4%), adult education as a profession (11.9%), processes of program planning and administration (11.3%), and (with 10.6%) learning environments and instructional methods or techniques. Also represented are adult learning, education for particular clientele groups, personnel and staff development in adult education, comparative or international adult education, and (less than 1%) kinds of devices, materials, and facilities.

21. EDUCATIONAL RESEARCH AND DEVELOPMENT IN THE UNITED STATES. U.S. Office of Education (DHEW), Washington, D.C. OE-12049. Available from Superintendent of Documents U.S. Government Printing Office, Washington, D.C. (Catalog No. HE5.212:12049) Dec. 1969. 214p.

The present volume explores the development, the present status, and possible lines of future growth of educational research and development in the United States. Among the topics discussed are: the organization of American education and educational research; an historical overview of educational research in this country; the management of educational research and development; financial and manpower resources for educational research and development; the impact on educational policy and practice; and a review of recent studies of policy and practice.

22. RESEARCH AND INVESTIGATION IN ADULT EDUCATION: 1970 ANNUAL REGISTER. DeCrow, Roger, Ed.; Grabowski, Stanley, Ed. ERIC Clearinghouse on Adult Education; Adult Education Association of the U.S.A., Washington, D.C. EDRS PRICE MF $0.65, HC $9.87. Also available from Adult Education Association of the U.S.A., 1225 Nineteenth Street, N.W., Washington, D.C. 20036. 1970. 258p. ED 045 866

Embracing 750 items on adult education research and investigation (mostly dated 1969 or 1970), this annotated bibliography covers adult learning characteristics, program planning and administration, learning environments, instructional methods, curriculum materials and instructional devices, personnel and staffing; education of specific clientele groups, special program areas, professional and technical continuing education, management and supervisory development, occupational training, labor education, institutional sponsors, and international perspectives in adult education. Sections within the above categories are identified by four digit numbers, with a sequential item number for each entry. Cross references are made to other closely related sections (four digit classification numbers) and to other entries throughout this research register. Also included are an author index, a note on availability of documents, an ERIC Document Reproduction Service order blank, and a listing of other publications by the ERIC Clearinghouse on Adult Education.

23. THE COMPARATIVE STUDY OF CONTINUING PROFESSIONAL EDUCATION. Houle, Cyril O. In Convergence; v3 n4. 1970. p3-12.

The value of comparative analysis of continuing professional education is examined. Concerns are: educational methods and means of classification, new techniques, methods common to different professions, and clarification of functions appropriate to different agencies. A dynamic concept of professionalization, which is based on discovery, growth, and innovation, and which offers the educator both opportunity and challenge for effective use of learning principles, is suggested.

24. ADVANCING EDUCATION THROUGH: RESEARCH, DEVELOPMENT, DEMONSTRATION, DISSEMINATION, AND TRAINING. A SUMMARY OF EDUCATIONAL RESEARCH PROJECTS AND PROGRAMS ADMINISTERED BY THE OFFICE OF EDUCATION. ANNUAL REPORT, FISCAL YEAR 1969. U.S. Office of Education (DHEW), Washington, D.C. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (No. HE.212: 12051 $.65). Apr. 1970. 74p.

This is the annual report of the educational research and research-related activities carried out under the Cooperative Research Act for the fiscal year ending June 30, 1969. The major focus is on the educational research, surveys, and demonstrations, the information disseminating activities, and the research training receiving Cooperative Research support administered by the National Center for Educational Research and Development, formerly the Bureau of Research, Office of Education. Because the organizational change came after the close of the Fiscal Year 1969, references throughout this report are to the Bureau of Research. To place these activities within the context of the Office's total support for educational research, the report also includes general information about activities funded under other authorizations for research and related activities.

25. ADULT EDUCATION RESEARCH CONFERENCE (12th, NEW YORK CITY, FEBRUARY 2-5, 1971). Adult Education Research Conference. EDRS PRICE MF $0.65, HC $3.29. Feb. 1971. 65p. ED 045 949

Abstracts are presented of 33 research studies in adult education. An account of noncredit adult education program development at the University of Georgia, 1804 to 1968, is followed by summaries of papers in such areas as adult basic education, community development and education, management training and development, adult learning, attitudes and attitude change, the characteristics and situation of adult educators, educational television, research methodology, and educational needs and/or participation in specific groups (older adults, college and university alumni, disadvantaged groups, non college bound young adults). Symposium topics and a conference agenda are also presented.

26. DISSERTATIONS IN EXTENSION AND ADULT EDUCATION: CORNELL UNIVERSITY 1948-1970. Leagans, J. Paul. New York State University, Ithaca, Coll of Agriculture at Cornell. EDRS PRICE MF $0.65, HC $3.29. 1970. 29p. ED 043 815

Dissertations (301) completed by graduate students majoring in extension and adult education at Cornell University are listed in this document by year completed. They are indexed under nine general topics: administrative organization and management; comparative extension and adult education; communication methods; effectiveness and progress of programs; leadership; organization and participation in programs; program content and planning procedures; staff development and training; and miscellaneous topics. Because the content of much of the research has relevance to topics other than its major subject, much overlapping exists in the classification.

27. DEGREE RESEARCH IN ADULT EDUCATION IN CANADA, 1969. Draper, James A., Comp.; Yadao, Fausto, Jr., Comp. Ontario Institute for Studies in Education, Toronto. EDRS PRICE MF $0.65, HC $3.29. 1969. 46p. ED 042 091

The second annual review of Canadian degree research on adult education, this work describes ten master's and doctoral studies completed in 1969, and 22 others still in progress. The degree and institution are noted for each, followed by the date of acceptance or estimated completion, statement of the problem or objective, methods used, findings (where applicable), name(s) of advisor(s), and addresses from which further information and/or copies can be obtained. Such concerns as adult basic and public school adult education, university extension, administration, dropout characteristics, literacy, professional continuing education, human relations training, leadership, vocational counseling, parent education, technical education, and public affairs broadcasting are represented. Four tables and an author and title index are included.

See also: item numbers 16, 38, 40, 61, 122, 143, 147, 153, 164, 182, 185, 197, 216, 218, 235, 259, 290, 309, 312, 317, 378, 392, 413, 416, 418, 419, 432, 434, 445, 532, 556, 557, 567, 572, 573, 574, 575.

1100 ADULT LEARNING CHARACTERISTICS--Concept Formation visual Perception

28. A REMEDIAL PROGRAM FOR UNDERGRADUATE EVENING STUDENTS. Di Salvi, R. Dante. In Adult Education; v21 n3 Spring 1971. p186-195.

A factorial experiment was conducted with 100 students to evaluate five degrees of treatment on two levels of undergraduate evening students. Results were reported in terms of postmeasure gains on four dependent variables: study orientation, level of comprehension, speed of comprehension, and grade-point average. Differences between means of all treatment groups were not statistically significant for any dependent variable with the exception of speed of comprehension. This variable was also statistically affected by the amount and kind of treatment received. There were no significant differences between non-treatment volunteers and non-volunteers on any variable, and levels of experience did not contribute significant differences to mean performances of the groups. It was demonstrated that evening students will voluntarily participate in a reading-study skills program, and that participation is accompanied by changes in the direction of improvement in academic performance.

29. AN INTEGRATED APPROACH TO THE STUDY OF LEARNING, RETENTION, AND TRANSFER: A KEY ISSUE IN TRAINING DEVICE RESEARCH AND DEVELOPMENT. Blaiwes, Arthur S.; Regan, James J. Naval Training Device Center, Orlando, Fla. NTIS (AD-712-096). Aug. 1970. 56p.

A summary was made of the approach, rationale, and some of the results of an effort being made at the Naval Training Device Center Human Factors Laboratory to acquire information on learning, retention, and transfer which can be applied to help solve military training problems. Various psychological theories were reviewed, and 181 relevant research reports were analyzed. It was found that research on transfer of training on military tasks essentially involved one or more of the following issues: (1) which subtasks, uncovered operationally, should be included in or excluded from a training simulation; (2) which variations in training system stimulus and response characteristics should be incorporated; (3) which instructional devices, materials, and methods should be introduced to improve learning and transfer; (4) how much generalization should be built into training devices. Reports were also characterized according to whether they pertain to learning, retention, and/or transfer; whether the tasks discussed could be described as verbal, motor, perceptual, signal monitoring, complex, or procedural; and any other kinds of independent variables (if any) which were manipulated. (Twenty-one references are included.)

See also: item number 560.

1120 MENTAL, PERCEPTUAL ABILITIES--APTITUDE--ABILITY IDENTIFICATION--TESTS

30. **LEARNING AND RETENTION: A COMPARISON BETWEEN PROGRAMMED AND DISCOVERY LEARNING AT TWO AGE LEVELS.** Jamieson, G.H. In Programmed Learning Educational Technology; v8 n1. Jan. 1971. p34-40.

A comparison was made between programmed and discovery learning at two age levels to test for retention. Women (80) in the age range of 24 to 71 were given specially prepared courses of instruction in binary notation and a transfer task which consisted of converting numbers on punched paper tape into decimal notation. It was found that after a period of four months, the groups under 40 years of age suffered no significant loss of knowledge of the principles of binary notation nor decline in their ability to read punched paper tapes, whether they learned by programmed or discovery methods. But it was found that for the groups over 50 years of age, only those groups who had learned by the discovery method did not experience a significant drop in retention scores on the principles test.

However, on the transfer task, all the older groups experienced a significant drop in retention scores. It appeared that age was a more important variable than mode of learning in its effect on retention. But where differences in retention occurred between the two methods of learning, these favored the discovery method.

31. THE INTERRELATIONSHIPS OF ABILITY LEVEL, INSTRUCTIONAL SYSTEM, AND SKILL ACQUISITION. Taylor, John E.; And Others. Human Resources Research Organization, Alexandria, Va. Symposium presentation at the American Psychological Association Convention, Miami Beach, Florida, Sept. 1970. Sep. 1970. 10p.

An assessment was made of the impact of aptitude differences on learning performance. As a result of findings from the Armed Forces Qualifying Test, instructional strategies are being developed to make efficient training programs for men of differing aptitude levels. Observations were that the high level group did better when left without a structured training program, and that those in the middle range were also able to work at their own speed. Low aptitude (Group IV) personnel, however, required a complete structured program in which the instructional sequence is kept down to small steps presented on an elementary language level. (Five references are included.)

32. PERFORMANCE IN FIVE ARMY JOBS BY MEN AT DIFFERENT APTITUDE (AFQT) LEVELS. I. PURPOSE AND DESIGN OF STUDY. Vineberg, Robert; And Others. Human Resources Research Organization, Alexandria, Va. NTIS (AD-715-641). Nov. 1970. 44p.

To provide information about the performance and characteristics of effective and ineffective marginal personnel in the Army, a study has been made of about 1,800 men with experience ranging up to 20 years in five military occupational specialities (MOSs): 11E, armor crewman; 63C, general vehicle repairman; 76Y, unit and organizational supply specialist; 94B, cook. The sample included a comparison group of men in the same jobs but coming from the upper (nonmarginal) part of the Armed Forces Qualifying Test distribution. Performance was measured by intensive job sample tests, job knowledge tests, and supervisor ratings. Information about background, personal characteristics, and military experiences was obtained through biographical questionnaires, a battery of published and experimental tests, and Army records. First in a series, this report describes the rationale, research design, and general chronology of research events in the study. Twenty-two tables are included.

33. TEMPORAL FACTORS IN VISUAL PERCEPTION AS RELATED TO AGING. Eriksen, Charles W. And Others. In Perception & Psychophysics; v7 n6. 1970. p354-356.

Compared 18 older patients (30-55 years) on certain temporal characteristics of visual perception. Experiment I confirmed a previous finding that older patients require an appreciably longer exposure duration to identify forms, even when equated with younger patients on standard measures of visual activity. Experiment II found that older patients have a longer critical duration over which time-intensity reciprocity holds for form identification. Results are discussed in terms of such concepts of psychological time as the psychological moment.

34. AGE DIFFERENCES IN PERCEPTUAL LEARNING ON THE MULLER-LYER ILLUSION. Barclay, J. Richard; Comalli, Peter E., Jr. In Psychonomic Science; v19 n6. 1970. p323-325.

Compared reduction in the illusion effect of a black Muller-Lyer figure following stimulus differentiation treatments among forty 8-10 year olds, twenty 19-20 year olds, and twenty 65-84 year olds. Practice with a differentially colored Muller-Lyer pattern resulted in a greater pre- to posttest reduction than did practice with a black figure, while part-perceiving instructions delivered between pre- and posttest produced no greater reduction than did a brief rest period. Adults under all treatments demonstrated greater illusion reduction than children and the aged, who themselves did not differ. Results, interpreted within J.J. Gibson and E.J. Gibson's theory of perceptual learning, demonstrate that the facilitation of distinctive-feature abstraction enhances perceptual learning. (Seventeen references.)

35. THE RELATIONSHIP OF THE ENTRANCE EXAMINATION SCORE TO GRADE POINT AVERAGE OF JUNIOR COLLEGE FRESHMEN WHEN CLASSIFIED BY AGE, SEX, AND CURRICULUM. Groenke, Glenn Russell. Arizona State University, University Microfilms (Order No. 70-4858). Ed.D. Thesis. 1969. 86p.

Using 959 members of the September 1968 freshman class of Mesa Community College, Arizona, this study analyzed the relationship of American College Testing Program (ACT) test battery placement scores to junior college grade point averages (GPA) for freshmen entering as adults and for those entering as recent high school graduates. Recent graduates were under 19 at registration time, and obliged to take the ACT (if carrying 10 semester hours or more); adult counterparts were 21 or over. These groups were subdivided by sex and curriculum (educational background). There was a significantly greater relationship between ACT scores and GPA for young freshman students than for the adult group. As for sex, significant differences emerged between young and adult freshman men, but not between the two groups of freshman women. As for educational background, ACT and GPA correlation coefficients differed significantly between recent academic and nonacademic high school graduates, but not between the adults and recent graduates as such, or between adult academic and adult nonacademic graducates.

36. CHRONOLOGICAL AGE AND LISTENING OF ADULT STUDENTS. Rossiter, Charles M., Jr. In Adult Education; v21 n1. Fall 1970. p40-43.

Thirty adult students from 20 to 69 years of age listened to a tape recorded message after which they took a test for recall of information presented in that message. The correlation between age and listening test scores was .46 which is significant at the .01 level. Regression analysis yielded a significant F ($p < 01$) for linearity of regression. The author concludes that those teaching classes in which adult students vary widely in age might be aware that older students may be retaining less from oral presentations of information than younger students.

37. CROSS-VALIDATION OF THE QUICK WORD TEST AS AN ESTIMATOR OF ADULT MENTAL ABILITY. Groteleuschen, Arden; McQuarrie, Duncan. In Adult Education; v21 n1. Fall 1970. p14-19.

This report provides additional evidence that the Quick Word Test (Level 2, Form Am) is valid for estimating adult mental ability as defined by the Wechsler Adult Intelligence Scale. The validation sample is also described to facilitate use of the conversion table developed in the cross-validation analysis.

38. HANDBOOK OF PSYCHOTHERAPY AND BEHAVIOR CHANGE: AN EMPIRICAL ANALYSIS. Bergin, Allen E., Ed.; Garfield, Sol L., Ed. John Wiley and Sons, Inc., 605 Third Avenue, New York, N.Y. 10016. 1971. 975p.

Beginning with a review of theory, methods, and experimentation in psychotherapy, this handbook goes on to analyze client centered, psychoanalytic, behavioral, and other basic therapies. Therapeutic approaches to the home, family, school, organization, and community are also described. Attention is given to the effects of sensitivity training and other human relations training treatments on functional attitudes toward self and others, management of feelings and motives, and other variables found in the literature. The final chapter covers evaluative research on the teaching and learning of psychotherapeutic skills by medical students, lay therapists, school guidance counselors, rehabilitation counselors, and others in the helping professions. Indexes and extensive chapter references also appear.

39. ATTITUDE CHANGE; A CRITICAL ANALYSIS OF THEORETICAL APPROACHES. Kiesler, Charles A.; And Others. Available from John Wiley and Sons, Inc., 605 Third Avenue, New York, N.Y. 10016. 1969. 400p.

Designed as a comprehensive critical analysis of several theoretical approaches to attitude and opinion change and to communication effects, this book brings several major theories (stimulus response/behavioristic, consistency, dissonance, social judgment, functional) into direct confrontation. Beginning with a consideration of the concept and measurement of attitudes and the problem of evaluating theories, it describes the theoretical propositions in detail, presents data relevant to each theory, and examines the logical properties of the theories along with empirical support. In addition, suggestions are offered concerning problems that await solution. The document includes name and subject indices and an extensive bibliography.

40. CREATIVITY: A REVIEW OF THEORY AND RESEARCH. THEORETICAL PAPER NO. 24. Roweton, William E. Wisconsin University. EDRS PRICE MF $0.65, HC $3.29. 1970. 32p. ED 044 012

The paper reviews theory and research in the area of creative thinking and behavior. Theoretical interpretations or explanations of creative thinking are classified into five categories: definitional (introspective opinions on the nature of creativity), dispositional (personality-based), psychoanalytic, behavioristic (traditional S-R psychology), and operational (specifying conditions for increasing creative behavior) approaches. The theoretical contributions of each approach are analyzed. It is concluded that existing explanatory constructs have relied upon larger, established systems (S-R behaviorism or Freudian psychology), and that no fully natured theoretical statement has been developed and directed specifically toward creativity.

41. SUBJECTIVE ORGANIZATION IN FREE RECALL AS A FUNCTION OF ADULT AGE AND TYPE OF INSTRUCTION. Hultsch, David Fries. Syracuse University, N.Y. University Microfilms (Order No. 69-7749). Ph.D. Thesis. Jun. 1968. 103p.

This study focused on adult age differences in the organizational processes of memory as measured by performance (number of words recalled) and subject imposed organization (SO) of information. Thirty males in each of three age groups (16-19, 30-39, 45-54) underwent 16 inspection trials and 16 recall trials on an experimental list of 22 unrelated two syllable words. They had a maximum of 120 seconds to write down as many words as possible. They were questioned afterwards as to how they recalled the words. An attempt was also made to manipulate SO by standard free recall instructions, instructions to organize recalled words without reference to specific methods, and instructions to recall words alphabetically. The youngest subjects recalled slightly (but significantly) more words than others. Subjects in differing conditions differed in numbers of words recalled correctly, but the effect varied over trials. This was because the alphabetical condition had proved superior to other conditions after the first few trials. SO measures correlated significantly with free recall performance and with use of alphabetical recall, but no real age differences emerged.

42. BETA WAIS COMPARISON FOR ILLITERATE AND INDIGENT MALE AND FEMALE NEGROES. Rochester, Dean E.; Bodwell, Aaron. In Measurement and Evaluation in Guidance; v3 n3. 1970. p164-168.

The feasibility of using the Revised Beta Examination for assessing the intellectual functioning level of indigent Negro adults is examined. Findings suggest the Beta holds some promise.

43. RELATIONSHIP BETWEEN PHYSICAL WORK PERFORMANCE AND AGE. Carver, R.P.; Winsman, F.R. In Ergonomics; v13 n2. 1970. p247-253.

Administered the 10 Basic Fitness Tests of E.A. Fleishman and five tests of the Army Physical Combat Proficiency Test to 149 special forces 19-39 year old soldiers. The means and standard deviations of each test by age group and the relative performance of the separate age groups on the tests are presented. Nine of the 15 tests show a relative consistent downward trend from ages 19-30. The remaining tests do not show the downward trend nor drop at age 30. From age 30-39 none of the tests show a consistent downward trend; while four show consistent improvement in performance; four show relatively stable performance; and the means of seven tests are somewhat erratic. Results are inconsistent with those of an Indian study which concluded that the aging process commences at about 30 years and accelerates after 37 years. (French and German summaries.)

44. COGNITIVE CHANGES IN ADULTHOOD. Monge, Rolf H. EDRS PRICE MF $0.65, HC $3.29. 1969. 23p. ED 042 083

Originally prepared for the Workshop to Increase and to Improve University Teacher Training Programs in Adult Basic Education, Chicago, March 1969, this paper reviews a five year project, begun in 1966, on adult age differences in cognitive performance and learning. One purpose of this project is to determine differences in cognitive abilities, with special reference to items selected as suitable for adults of differing ages; to survey the educational background and skills that younger and older adults bring to learning situations; and to study age differences in learning orientation and other relevant personality characteristics. Another aim is to investigate experimentally the interaction of the above variables with a learner's age in determining learning and performance. Eighteen references are included.

45. DECISION MAKING AND AGE. Welford, A.T., Ed.; Birren, James E., Ed. Available from S. Karger AG, Arnold-Boecklin-Strasse 25, 4000 Basel 11, Switzerland. 1969. 174p.

Drawn from a 1967 conference on gerontology, these 11 papers consider the nature of age changes (for better or worse) in high grade intellectual work and decision making of the kind found in industrial management and comparable walks of life. The first paper draws implications for higher intellectual activities from existing knowledge of age changes in more elementary functions. The next examines how the thought processes and decision strategies of educated men change with age. The next three discuss the interaction of work, health, education, and working conditions with age changes in performance. Still another describes the selection and training of middle aged adults for new work. The remainder deal with relationships among logical structure, language, and thinking, the effects of caution on older adults' perceptual discrimination performance, age differences in ways of resolving interpersonal conflicts, and other topics germane to higher cognitive functioning. Tables, figures, and bibliographies are included.

46. EFFECT OF DEMONSTRATOR AND OBSERVER POSITIONS UPON LEARNING A PERCEPTUAL MOTOR SKILL. Meyer, John Melvin. California University, Los Angeles. University Microfilms (Order No. 70-8180). Ed.D. Thesis. 1969. 138p.

The purpose of this study was to determine the effects of selected demonstrator and observer positions on learning of a perceptual motor task, especially in relation to age and sex, and to determine if correlations exist between a measure of spatial awareness and the ability to learn a perceptual motor task from various positions. Vocational teachers (49) in the trade/technical and health fields participated; 25 were male and 24, female. Ages of the students ranged from 26 to 58, with a mean of 41. Two different viewing positions were studied--the observer's position (180° from the instructor) and the demonstrator's position (0° from the instructor). The task consisted of two sets of instructional boxes with different test patterns; eight movements were required to complete each pattern. The task was demonstrated until the student completed the pattern without error. The "Imitation of Complex Gestures" test was used to determine any correlation between spatial awareness and learning ability. A significant time difference was found; the demonstrator's position was better. Women learned better than men from the observer's position; as age increased, there was an increase in learning difficulty from both positions. There was a low correlation between performance in relation to spatial awareness and learning from the observer's position.

47. A STUDY OF INFORMAL LEARNING. FINAL REPORT. Howell, Richard W. City University of New York. Richmond Coll. EDRS PRICE MF $0.65, HC $3.29. Jun. 1969. 78p. ED 040 485

Some 1750 sketch maps drawn in response to three sets of instructions by residents of, and commuters to, Staten Is. and 138 extended interviews with residents suggest that informal learning is largely independent of formal learning. Cognitive maps which individuals form are practical instruments frequently beard no resemblance to commercial maps of the given area. Generally, which are not relevant for individuals are not included on the maps. The most detailed and technically accurate maps were provided by those with a pride in the Island indicating exploration throughout the Island together with study of commercial maps. In this case, everything about the Island appears to be considered relevant, suggesting, in general, that if information is to be meaningfully absorbed it must be seen as having a direct bearing on the reality of the individual.

48. PROBABILITY LEARNING AS A FUNCTION OF AGE, SEX, AND TYPE OF CONSTAINT. Schvaneveldt, Roger W. In Developmental Psychology; v2 n3. May 1970. p384-388.

Higher levels of predicting the more frequent event were achieved with males than with females; with the contingent than the noncontingent situation; and with adult males than boys in the noncontingent situation. Females were more likely to repeat an incorrect prediction.

See also: item numbers 67, 70, 71, 93, 235, 305, 316, 328, 392, 413, 418, 531.

1160 PSYCHOLOGICAL, PERSONALITY FACTORS--CREATIVITY--PARTICIPANT CHARACTERISTICS--SELF ACTUALIZATION--SELF GROWTH ATTITUDE CHANGE

49. AGE DIFFERENCES IN SELF-RATINGS OF CONFIDENCE. Botwinick, Jack. In Psychological Reports; v27 n3. Dec. 1970. p865-866.

50. IS THERE AN INCENTIVE MAGNITUDE EFFECT ON ADULT PERFORMANCE? Monge, Rolf; Blank, Harriett D. In Psychological Reports; v27 n3. Dec. 1970. p983-993.

51. WEST VIRGINIANS IN THEIR OWN STATE AND IN CLEVELAND, OHIO; SELECTED SOCIAL AND SOCIOPSYCHOLOGICAL CHARACTERISTICS. Photiadis, John D. West Virginia University, Research Report 3. 1970. 245p.

This report describes selected characteristics of West Virginia non-migrants, returned migrants, and West Virginians living in the Appalachian ghetto and suburbs of Cleveland. Close to 1700 male respondents were interviewed including about 550 respondents from Cleveland. Some of the characteristics upon which the four groups were compared were: age, education and attitudes toward education; family composition; income and level of living; occupation and employment; visiting and settlement patterns of West Virginians in Cleveland; attitudes towards progress and achievement; value orientation; religious beliefs and participation; identification and reference group orientation; job satisfaction and attitudes toward welfare; alienation; perception of social position in Cleveland and West Virginia; and life satisfaction. In spite of differences in income, health, style of life, opportunities, expectations, and value orientation, there were no differences in the overall satisfaction with life among the four groups.

52. A COMPARISON OF TWO TRAINING FORMATS FOR PERSONS WITH VARYING INTERPERSONAL NEEDS. Smallegan, Marian. In Adult Education; v21 n3. Spring 1971. p166-176.

A Group and Interpersonal Relations Seminar using two training formats was investigated for opinion change in democratic leadership. The two training formats differed in their residential nature: one format had weekly, nonresidential meetings for one semester; the other had approximately the same number of meeting hours with a residential weekend for part of the seminar. Each participant responded to a pre-, post-test for opinion about democratic leadership and to FIRO-B, a questionnaire used to determine interpersonal need scores. Analysis of the data gave little support to the hypotheses of the study, which were based on the assumption that opinion change would be greatest in situations where needs were most easily met. The data did indicate a positive opinion change over a period of time after the course was completed, little difference in opinion change for high scorers on FIRO-B regardless of the residential nature of the course, a positive opinion change for low scorers on FIRO-B who were in the partial residential sections, and a negative opinion change for low scorers on FIRO-B who were in the non-residential section.

53. THE EFFECTS OF WORK GROUP STRUCTURE ON SOCIAL PSYCHOLOGICAL ASPECTS OF THE HUMAN ORGANIZATION. Fine, B.D. Michigan University. EDRS PRICE MF $0.65, HC $3.29. 1969. 58p.
ED C49 406

To investigate the effects of work group structure on measures of organizational behavior, questionnaire data from employees in a department characterized by complex, unstable work group structure and variable supervisory reporting relationships were compared with data from similar employees in two departments characterized by stable work group structure and constant supervisory reporting relationships. The latter reported lower levels of peer leadership, higher levels of intervening variables pertaining to the organization as a whole, and greater satisfaction with the company. There were no differences between those in stable and those in unstable structure on reported levels of supervisory leadership, general working conditions, intervening variables pertaining to the work group, and mental health. The findings are interpreted as indicating that work group structure can be more costly to the organization than the lack of stable work group structure. Another possibility is that unstable structure triggers development of coping mechanisms that facilitate interaction across subunit boundaries, increasing linkage. Other interpretations and implications of the findings are discussed. (The questionnaire is included.)

54. AN ANALYSIS OF THE RELATIONSHIPS BETWEEN JOB PERFORMANCE OF IRAQI AGRICULTURE AGENTS AND SELECTED BACKGROUND AND PSYCHOLOGICAL FACTORS. Alfarhan, Kassim Mohammed. Wisconsin University, University Microfilms (Order No. 70-3464). Ph.D. Thesis. 1969. 238p.

The main objectives of this study were to determine: the level of job performance of Iraqi agents as perceived by their directors; the level of training needs and the importance attached to selected areas of competency as perceived by agents; and the relationships between job performance of agents and selected variables. The study was based on the responses of 138 agents from 10 provinces. Two questionnaires were administered--one to the provincial directors of agricultural departments in order to gather data related to job performance of agents; the other, to the agents. Data were analyzed for statistical significance by using the chi square technique and a .05 level of significance. The relationships between job performance of agents and their age, level of education, and tenure in extension were positively significant; and positively not significant between their performance and inservice training, employment experience prior to extension work, and selected areas of competency. There were no relationships between job performance and training needs, general area of emphasis, satisfaction in extension work, and commitment to the job. It was concluded that agents' training was inadequate, and that job performance did not improve with increased job satisfaction or change of attitudes.

55. SEX AND AGE DIFFERENCES IN RESPONSE TO CARTOONS DEPICTING SUBJECTS OF DIFFERENT AGES AND SEX. Felker, Donald W.; Hunter, Dede M. In Journal of Psychology; v76. Sep. 1970. p19-21.

56. OCCUPATIONAL CHANGE AND THE CHOICE OF TEACHING AS A NEW CAREER. Londoner, Carroll Alton. Indiana University. University Microfilms (Order No. 70-22,833). Ph.D. Thesis. Mar. 1970. 306p.

A study was made of how job factors, as related to age and sex, induce persons educated and working in one career to leave and then choose teaching as a new career. Subjects (45 graduate students in an Indiana University teacher certification program) ranged in age from 25 to 55 and had undergraduate backgrounds in fields other than education. They were administered a specially developed questionnaire and rating scale. Men aged 24-39 were more dissatisfied by the factors as a whole than comparable women. Regardless of sex, subjects aged 24-29 tended to be dissatisfied with opportunities for promotion, decision making, and personal growth; level of job creativity and challenge; responsibility for the efforts of self and others; recognition by peers; managerial foresight and planning; interpersonal relations; use of their abilities; existing sense of pride and success and supervision. Most of these factors may have influenced persons 30-34 to leave their careers. Men and women differed on work with young people, social progress, and commitment as factors leading them to choose teaching. These and other findings led to the conclusion that age, but not sex, is relevant to leaving one's old job in favor of teaching.

57. AGE DIFFERENCES IN ACHIEVEMENT MOTIVATION. Smith, J.M. In British Journal of Social and Clinical Psychology; v9 n2. 1970. p175-176.

Investigated the relationship of age to achievement motivation, following the procedures of D.C. McClelland and using 89 male volunteer subjects distributed by decade intervals between 21-69 years. Results reveal little systematic relation between age and achievement motivation. However, a cohort or longitudinal design would be necessary to determine if changes in achievement motivation occur through an individual's lifetime.

58. SHORT-TERM MEMORY FOR VISUAL INFORMATION IN CHILDREN AND ADULTS. Haith, Marshall M.; And Others. In Journal of Experimental Child Psychology; v9 n3. Jun. 1970. p454-469.

Adults and children used similar report strategies in a tachistoscopic memory task, but the capacity of the children's short term memory was strikingly limited. Portions of this paper were read at the Eastern Psychological Meetings, Washington, D.C., April, 1968.

59. ALIENATION AMONG RURAL ADULTS OF LOW EDUCATIONAL ATTAINMENT. Dickinson, Gary. In Adult Education; v21 n1. Fall 1970. p3-13.

To identify those socio-economic characteristics of rural adults differentiating among those of varying levels of alienation, structured interviews were conducted with a sample of household heads resident in a specified area of British Columbia. Educational attainment was found to be inversely related to alienation in the total sample. Data from 293 respondents with eight or less years of school completed were analyzed with respect to alienation category, and five variables which were statistically significant at the .05 level. In the educationally disadvantaged group, the less as compared to the more alienated household heads were characterized by a birthplace closer to the present place of residence, more participation in community organizations, a farm rather than non-farm occupation, less unemployment in the preceding three years, and greater satisfaction with the present job.

60. CHANGING EXPECTATIONS OF TEACHERS AND STUDENTS DURING ONE SEMESTER AT AN ADULT EDUCATION INSTITUTION. Blumenthal, Sol. New School for Social Research, New York, N.Y. University Microfilms (Order No. 70-11,270). Ph.D. Thesis. 1969. 232p.

A study was made of how role expectations of teachers and adult students affect interaction between the two groups. It also compared the applicability of two theories of role conflict resolution. A cohort of students completed three questionnaires during the semester--one before the first class meeting, the second at midsemester, the third at the end. Other methods include personal interviews with teachers and students, and participant observation of classroom behavior. Background characteristics were compared, followed by an analysis of consensus on certain values, attitudes, and expectations. Changes in student goals, expectations satisfactions, and reasons for attending were traced. Finally, changes in work expectations were examined. Teachers and students both held a positive image of students, and had similar expectations toward educational goals and objectives, as well as toward broad institutional positions in the adult education field. By midsemester, the teachers had not changed their initial work requirements; and few had altered their teaching style. There was still much role discrepancy between student expectations and what they view their teachers as expecting. Findings indicated that persons may conform to either of two incompatible expectations within the same system; and gave evidence of compromise behavior by some students.

61. CULTIVATING CREATIVITY IN ADULTS: THE COMMONALITIES OF SELECTED PROGRAMS. Putzker, Ralph Waldo, Jr. California University, Berkeley. University Microfilms (Order No. 70-17,481). Ed.D. Thesis. 1969. 285p.

This study examined programs that were designed to cultivate creativity in adults, and drew from those programs a group of generalities that can be used to: assess other programs, devise new programs, and establish teaching strategies that will stimulate creativity. Relevant research, proposals, and programs which existed between 1890 and 1950 were surveyed to establish a historical background for current research and programs. Society, the social matrix of the individual, personal motivation, and the personality of the creative individual were discussed as theoretical foundation for assessing the pragmatic programs. The structure of the intellect and the problem of the transfer of learning were also discussed. Some existing programs were outlined, and the rationale for them and the criteria used in selecting them were presented. The majority of the programs were operated within the commercial/industrial complex of the United States. Identified in the programs were 26 commonalities which fall within three broad categories--emotional and psychological, technical and intellectual, and sociological factors.

62. A STUDY OF THE RESPONSES OF INDIVIDUALS WITH DIFFERENT INTERPERSONAL NEEDS WITH RESPECT TO VARIANT FORMS OF TRAINING IN GROUP AND INTERPERSONAL RELATIONS. Smallegan, Marian Joyce. Boston University. University Microfilms (Order No. 70-12,206). Ed.D. Thesis. 1969. 114p.

To determine if opinion change might be dependent in part on the interpersonal needs of the participants of seven seminar sections, need level was measured by FIRO-B (Fundamental Interpersonal Relations Orientation) in three areas: inclusion, control, and affection. Three nonresidential groups met weekly for 15 weeks; four residential groups met on campus six times with a residential weekend as the rest of the course. All 113 participants were pre- and post-tested. Findings included the following: in the partial residential groups an increase in anxiety was related to a more positive opinion about democratic leadership; participants with low control needs had greater opinion change in the partial residential groups; those with high control needs had greater opinion change in nonresidential groups; and participants who had high need scores had nearly the same amount of opinion change regardless of the residential nature of the course. The positive opinion change about democratic leadership occurred in the partial residential groups in the six-week period after the course was over. Over the same period, the nonresidential groups had a sharp negative opinion change about democratic leadership.

63. THE JOB ATTITUDES OF WORKERS FROM DIFFERENT ETHNIC BACKGROUNDS. Katzell, Raymond A.; And Others. New York Univeristy. NTIS (PB-194-777). Jun. 30, 1970. 115p.

The study is concerned with developing knowledge and information concerning possible differences in job attitudes between white and black employees, with particular focus on possible differences between the two groups in how they perceive and react to their supervisors. The study was conducted in two phases--a pilot study that focused on methods of data collection using both interview and printed questionnaire and the main study which surveyed a large number of workers, both white and black, in a sample cooperating companies in the northern region of the United States. The findings of the research were used to develop specific suggestions and recommendations concerning methods of management and supervision that are more likely to lead to improved job performance and job satisfaction on minority group employees.

64. A NOTE ON ACHIEVEMENT MOTIVATION AND VERBAL FLUENCY. Smith, J.M. In Journal of Projective Techniques and Personality Assessment; v34 n2. 1970. p121-124.

Presents evidence from 89 21-69 year old males which suggests that verbal fluency influences achievement motivation scores. Sizable and significant correlations are reported between the number of words used to tell stories in response to TAT cards and the need achievement score awarded. It was also evident that this relationship weakens as the testing session progresses since the size of the correlation decreases with each successive story.

65. THE PREDICTIVE ASSOCIATION BETWEEN THE EGO-STAGE AND GROUP-RELEVANT ASPECTS OF PERSONALITY AND LEARNER SATISFACTION AND LEARNER ACHIEVEMENT ON THE BASIS OF THE DEGREE OF CONGRUENCE IN TEACHER-STUDENT DYADS IN ADULT LEARNING GROUPS. Borger, Valbur. Wisconsin University. University Microfilms (Order No. 70-3481). Ph.D. Thesis. Aug. 1969. 216p.

This study investigated congruence in ego stage and group relevant aspects of teachers' and learners' personalities, and between their preferences for and perceptions of group work and personality behaviors, as related to learners' learning achievement and to teacher and student satisfaction with learning group membership. Subjects (130 learners and seven teachers) were given the Ideal Group and Self-Description questionnaires, and measures of perception and satisfaction. Each teacher also constructed a test of terminal student proficiency. Overall evidence from analysis of the ego stage dyadic congruency, the group relevant congruency, and the preference and perception congruency variables in association with teacher and learner satisfaction and learning achievement, did not form any assumptions as to their predictive relationships. The data did reveal some strength by the ego stage dyadic congruency variable, especially with the dependent variables of learner achievement. Supplemental analysis of the eight ego stages indicated that teacher learner dyadic congruency was not significantly related to learner satisfaction. Reasons for the findings were suggested, along with wider implications.

66. THE PREDICTIVE ASSOCIATION BETWEEN THE EGO-STAGE AND GROUP-RELEVANT ASPECTS OF PERSONALITY AND LEARNER SATISFACTION AND LEARNER ACHIEVEMENT ON THE BASIS OF THE DEGREE OF CONGRUENCE IN TEACHER-STUDENT DYADS IN ADULT LEARNING GROUPS; ABSTRACT OF A THESIS. Borger, Valbur. Wisconsin University. EDRS PRICE MF $0.65, HC $3.29. Abstract of a Ph.D. Thesis. 1969. 16p. ED 041 191

This study investigated congruence in ego stage and group relevant aspects of teachers' and learners' personalities, and between their preference for and perceptions of group work and emotionality behaviors, as related to learners' learning achievement and to teacher and student satisfaction with learning group membership. Subjects (130 learners and seven teachers) were given the Ideal Group and Self-Description questionnaires, and measures of perception and satisfaction; each teacher also constructed a test of terminal student proficiency. Overall evidence from analysis of the ego-stage dyadic congruency, the group-relevant congruency, and the preference and perception congruency variables in association with teacher and learner satisfaction and learning achievement, did not form any assumptions as to their predictive relationships. The data did reveal some strength by the ego-stage dyadic congruency variable, especially in association with the dependent variables of learner achievement. Supplemental analysis of the eight ego stages indicated that teacher-learner dyadic congruency was not significantly related to learner satisfaction. Reasons for the findings were suggested, along with wider implications.

67. THE INFLUENCE OF STRESS AND ANXIETY ON ADULT PERFORMANCE RELATED TO TIME AND VARYING LEVELS OF STIMULUS COMPLEXITY. Carpenter, William L. North Carolina State University. Research Report. Apr. 1970. 16p.

An exploratory 1967 discrimination learning study and a subsequent 1968 study investigated whether human information processing and channel capacity change with age, and whether this relationship is altered by changes in stimulus complexity and duration. In the first study, older subjects (aged 70-80) required more time than others to reach their peak performance regardless of complexity of stimulus presentations. It was hypothesized that an anxiety factor had been at work. The 1968 study, designed to test the hypothesis, used 67 subjects aged 23 to 65. After stratification by age, subjects were randomly placed in three groups and were exposed to three "size of squares" tests of varying complexity and in varying sequences. Age related declines in performance, and the effects of sequencing on test scores, were statistically insignificant. The anxiety hypothesis was disproved. (Ten tables and figures are included.)

68. STUDENT ATTITUDES AND FOREIGN LANGUAGE LEARNING. Fiks, Alfred I.; Brown, George H. George Washington University, Alexandria, Va. HumRRO. NTIS (AD-685-413). Mar. 1969. 49p.

The goal of this research was to determine what implications student attitudes and motivational factors might have for foreign language student selection and course administration purposes in the Defense Language Institute (DLI) system.

Data were collected from 326 military students at eight DLI schools studying nine different languages. Attitude domains assessed were interest, utilitarian orientation, xenophilic orientation, and course satisfaction. Secondary variables studied were age, military rank, foreign language aptitude, the training environment, the language studied, the type of course, and volunteer status. The criterion data were the final course scores and Army Language Proficiency Tests. It was concluded that: (1) Student attitudes toward foreign language learning in DLI classrooms are measurable in the form of various components, all of which appear to be fairly high in the sample measures. (2) The glamour and status associated with foreign language study was the single greatest source of student satisfaction with their course. (3) The impression of many language teachers that student motivation typically declines as the course progresses was substantiated by data in this research. (4) Two of the attitude components, interest and xenophilic orientation, correlated significantly, though modestly, with achievement indices. Future research might be directed at improving the predictive validity of these subscales.

69. ATTITUDES OF PARENTS OF SELECTED GROUPS TOWARD EDUCATION AND THEIR ASPIRATIONS FOR EDUCATION FOR THEIR CHILDREN. SELF-CONCEPT AND EDUCATIONAL VARIABLES AMONG BLACK, JEWISH, AND WHITE NON-JEWISH STUDENTS. Noonan, Pat; And Others. American Personnel and Guidance Assoc., Washington, D.C.; Missouri University. EDRS PRICE MF $0.65, HC $3.29. 31p. Papers presented at the American Personnel and Guidance Assoc. Convention, New Orleans, Louisiana, March 22-26, 1970. Mar. 1970. ED 040 431

Black, Jewish, and white non-Jewish tenth grade students and their parents living in an integrated inner suburb of large metropolitan area were the subjects of the two studies presented. The first investigated self concept and educational variables in the three groups described above. Six educational variables were identified from the students' cumulative records, self concept inventory designed by Soares and Soares was used to measure five self concept variables. Results discussed include differences between groups and interrelations among variables. The second study looked at the attitudes of parents toward education as their aspirations for their children. A two-part questionnaire was sent to 70 randomly chosen parents from the three groups. Results indicated that of 12 parent variables measured, significant differences emerged on only two: (1) between blacks and other groups on occupational level, blacks working at lower levels with equal educational attainment; and (2) between high hopes and low expectations regarding the level of their childrens' education by parents of all three groups.

See also: item numbers 73, 78, 79, 92, 96, 107, 139, 151, 152, 165, 184, 193, 203, 207, 228, 235, 242, 243, 248, 269, 273, 313, 316, 317, 318, 435, 437, 440, 441, 443, 458, 460, 467, 491, 506, 531.

1200 AGE DIFFERENCE

70. TOWARD AN EXPERIMENTAL PSYCHOLOGY OF AGING. Birren, James E. In American Psychologist; v25 n2. 1970. p124-135.

Advocates the development of an experimental psychology of aging for cultural, scientific, and practical purposes. The ethical, economical, and temporal problems involved in longitudinal studies are discussed. Data on the effect of age differences on intellectual functioning, RT, and perceptual ability are presented. Several difficulty and cautiousness hypotheses. New research areas are pointed out.

71. AGE AND ADULT EDUCATION. Bromley, D.B. In Studies in Adult Education; v2 n2. Oct. 1970. p124-138.

Recent research in the psychology of human aging has raised a number of questions about the functions and content of adult education. While some topics have persisted for years (intelligence, short-term memory, disengagement, personality and motivation), new topics have emerged, such as the relations between development and aging, middle age, terminal behavior (dying and death); methodological issues have recently become more prominent but little progress has been made on educational technology as it affects adult education.

See also: item numbers 34, 36, 41, 43, 44, 45, 46, 48, 55, 57, 75, 214, 510.

1210 SEX

See: item numbers 35, 46, 48, 55.

1250 LIFE EXPERIENCE WORK EXPERIENCE

72. LIFE EXPERIENCE HAS ACADEMIC VALUE: ANALYSIS OF THE PERFORMANCE OF 319 MISSOURI WOMEN ON THREE EXAMINATIONS OF THE COLLEGE LEVEL ENTRANCE PROGRAM. Fagin, Margaret C. EDRS PRICE MF $0.65, HC $3.29. Paper presented at the Adult Education Research Conference, New York City, February 2-4, 1971. 46p. ED 047 219

The performance of 319 Missouri women on the English, social science, and natural science College Level Entrance Examinations was analyzed. The sample comprised women from metropolitan St. Louis and nine rural areas in Northern Missouri. The typical participant was married; was a high school graduate; had 2.8 children; had participated in informal education; and was employed. The participants' mean score on the English examination was 462, as compared with a mean of 506 for 1189 freshmen and 516 for 1207 sophomore women. The women's performance on the Natural Science examination was the poorest of the three. The mean score for the total group of 319 was 409, representing about the 32nd. percentile for freshmen and the 25th percentile for sophomores. Only 304 scores were available for the Social Sciences Examination. Scaled scores for these women ranged from 289 to 687, with a mean of 451, as compared with a mean of 463 for 277 freshmen and 481 for 297 sophomores. This was the only examination of which the mean score for women did not differ significantly from those for freshmen and sophomores.

See also: item number 496.

1260 HIGH SCHOOL EQUIVALENCY TESTS AND CERTIFICATES

73. AN ANALYSIS OF THE GED PROGRAM IN WYOMING THROUGH A STUDY OF MALE CERTIFICATE HOLDERS IN SELECTED AREAS OF THE STATE. Stark, William D. Wyoming University. Available from University of Wyoming Photo Service, P.O. Box 3441, University Street, Laramie, Wyoming 82070 (MF $10.44). Ed.D. Thesis. 1969. 173p.

The study established a profile of the GED High School Equivalency Certificate holder prior to the GED tests and ascertained what changes, if any, occurred after individuals received the certificate. A questionnaire was answered by males who had received their GED certificates during the years of 1964, 1965, or 1966. Findings included the following: 57% of the respondents had completed the tenth grade; 54% had been away from school less than ten years; 10% had been away more than 25 years; 31 had no children; and 47 reported four or more children in their families. Major reasons given for leaving school were: work, school discouragement, Armed Services, and family. The few respondents who changed jobs after receiving their certificate were in the labor service category. One-third of them had been in their jobs less than four years and one-third had received no promotion since joining their present employer. Almost one-fifth of the respondents earned less than $4,000 prior to the test but only one respondent reported his income to be at this level after the test. Prior to the test, no respondent reported an income of more than $10,000 but after the test, seven percent fell in this category.

See also: item number 73.

1300 ADULT EDUCATION PARTICIPATION

74. THE PARTICIPANTS: A CLIENTELE ANALYSIS OF THREE NEW ZEALAND ADULT EDUCATION INSTITUTIONS (PART 1). Boshier, Roger. In Australian Journal of Adult Education; v10 n3. Nov. 1970. p131-142.

Touching on attendance and dropout motivation, this study analyzed social and psychological characteristics of non-credit, liberal studies enrollees in the Wellington High School Evening Institute, the Department of University Extension (University of Wellington), and the Workers' Educational Association. One table, a diagram of research procedures, and 44 references.

75. TOWARD A MODEL OF YOUNG ADULT PARTICIPATION IN ADULT EDUCATION ACTIVITIES. Martin, James Leonard. University of Wisconsin. University Microfilms (Order No. 70-24,760). Ph.D. Thesis. May 1970. 155p.

The goal of this study was to construct from the available data a model for integrating the interrelated variables of participation into a consistent, theoretical framework which explained who participated in which activities and why they participated. The author sought to attain the goal by establishing two variable relationships to determine the variables that influence participation. The sample consisted of 616 persons tested at ninth grade; 527 persons tested at twelfth grade; and 391 persons who returned a mailed questionnaire five years after graduating from high school. Measurement tools consisted of 25 measures of participation grouped into 10 Common Factors, and 45 individual measures of achievement grouped into 9 Common Factors--using Harris' strategy for factor analysis; plus four status categories of sex, marital status, children at home, and formal level of education. Null correlations and quadratic relationships were used for analysis. These analyses indicated that participation research should concern itself with selecting theoretically relevant concepts. The study was limited by inadequate theory; use of univariate statistical procedures; the participant non-participant dichotomy; and arbitrary methods used to select variables for the study.

76. PARTICIPATION IN ADULT EDUCATION PROGRAMS AND ATTITUDES TOWARD PUBLIC SCHOOLS. Murtaugh, Leonard Paul. Michigan State University. University Microfilms (Order No. 68-11,080). Ed.D. Thesis. 1968. 117p.

Using a population of adults enrolled in 1967 in the 1,123 classes of the Flint, Michigan, adult education program, this study examined the relationship between participation in these programs and the formation or changing of attitudes toward public schools. It sought to determine, among other things, which adult students (if any) actually change their attitudes, the extent to which such changes can be demonstrated to be authentic, specific participant characteristics or other factors which might account for attitude changes, and the implications for future adult education programs. Samples drawn from beginning adult students and from those who had taken at least one previous adult class, were pretested and posttested on the same instrument. Questionnaires were then classified by personal characteristics of respondents. Differences (that is, positive attitude changes) were statistically significant. However, in view of the small number of students who changed their replies, it seems advisable to determine the authenticity of the changes reported.

77. EDUCATIONAL VARIABLES AND PARTICIPATION IN ADULT EDUCATION. Dickinson, Gary. EDRS PRICE MF $0.65, HC $3.29. Paper presented at the Adult Education Research Conference, New York City, February 2-4, 1971. 17p. ED 047 218

Educational variables and participation in adult education were examined in terms of the following hypotheses: (1) a higher level of achievement in the sequential-unit system will be associated with greater participation in the complementary-functional system; (2) a higher level of achievement within the family-educational system will be associated with greater participation in the complementary-functional system; (3) the influence of the sequential-unit and family-educational system will have differential influence on participation in different aspects of the complementary-functional system. Data were gathered through a socioeconomic survey of rural household heads in the Lower Fraser Valley of British Columbia in 1970. The years of school completed by the respondent which was a measure of achievement in the sequential-unit system, and the educational level of the wife which represented the quality of education available in the family-educational system, were the variables showing the strongest influence on participation. The education of the father, did not show such a strong influence on participation.

78. MOTIVATIONAL ORIENTATIONS OF ADULT EDUCATION PARTICIPANTS: A FACTOR ANALYTIC EXPLORATION OF HOULE'S TYPOLOGY. Boshier, Roger. In Adult Education; v21 n2. Winter 1971. p3-26.

To test Houle's typology of "motivational orientation" in a New Zealand context, and to develop a factor analytically based measure of motive for attendance, 233 adult education participants selected at random from three institutions completed a 48 item Education Participation Scale. A factor analysis and promax/varimax rotation yielded 14 first-order factors which were subsequently intercorrelated, factor analyzed and rotated to yield second and then third-order factors. The meaning of the resultant factors is discussed. In developing a model of adult education participation, it is proposed that participants are basically "being" or "deficiency" motivated. The concept of homeo and heterostasis is discussed. Education Participation Scale factors purporting to measure these different types of motivation are identified. Participation is shown to stem from motives more complex than those originally identified by Houle.

79. A STUDY OF THE RELATIONSHIP OF THREE FACTORS--PERCEIVED NEED DEFICIENCY, IMPORTANCE OF NEED FULFILLMENT, PERCEPTION OF EDUCATION AS A MOBILITY FACILITATOR--TO PARTICIPATION IN EDUCATIONAL ACTIVITIES. LeClair, Lowell Vincent. Michigan State University. University Microfilms (Order No. 70-9584). Ph.D. Thesis. 1969. 154p.

This study assessed three factors in adult education participation by industrial employees: (1) perceived need deficiency on the job; (2) importance of need fulfillment; (3) perception of education as a means of advancement. A measure of perceived need deficiency was applied to 177 participants and 149 nonparticipants in classes at Purdue University. Participants were significantly higher on variables one and three, slightly higher on variable two. The two groups differed significantly in salary, age, sex, marital and family status, tenure commitment to present employer, perception of mobility opportunities in the present position, and perceived importance of upward mobility; but not in work history, job level, education, or distance lived from university extension facilities. The typical participant was young, salaried, married, dissatisfied with his position, with the company under three years, in the present job under a year, not committed to the present employer, willing to leave for a better job, and very interested in upward mobility.

80. THE PROMOTION OF PUBLIC SCHOOL ADULT EDUCATION IN THE CITY OF PORT COQUITLAM. Angus, Monica Diane. British Columbia University, Vancouver. M.A. Thesis. Mar. 1970. 129p.

This study sought factors essential to effective promotion of public school adult education in the suburban community of Port Coquitlam, British Columbia. An interview sample of 112 respondents was used to investigate the nature of the community, participation in adult education; educational interests, and patterns of mass media use. These were some of the findings: (1) Port Coquitlam is very homogeneous;

with low social participation and a preponderance of semi-skilled and skilled workers; (2) there were significant differences between men and women, and among residential zones (rural, urban suburban), on employment status, but not on marital status, social participation, adult education participation, interest in education or media use; (3) a metropolitan and a rural station (CKNW and CJJC) were the most popular radio stations; (4) most respondents view Canadian television stations, and more of them subscribe to the local weekly than to either of the metropolitan dailies. Implications were that job and leisure related courses should have special appeal in Port Coquitlam, and that communication to special occupational groups, local newspaper coverage, and adult advisory council, and broadcast over CKNW and CJJC should be emphasized in program promotion.

See also: item numbers 90, 102, 112, 138, 162, 194, 207, 224, 225, 234, 245, 246, 255, 256, 269, 280, 283, 296, 310, 327, 328, 329, 360, 362, 372, 373, 414, 420, 421, 426, 435, 443, 474, 475, 477, 481, 488, 489, 490, 530, 541, 544, 570.

1500 PROGRAM PLANNING AND ADMINISTRATION

81. A COMPARATIVE ANALYSIS OF SELECTED PROGRAM PLANNING PROCEDURES FOR ADULT EDUCATIONAL ACTIVITIES AS PERCEIVED BY ADULT EDUCATORS AND URBAN PLANNERS IN FLORIDA. Brady, Henry Grady, Jr. Florida State University. University Microfilms (Order No. 70-16,319). Ph.D. Thesis. 1969. 123p.

A comparative analysis of the importance of selected program planning procedures and related actions for developing, conducting, and evaluating adult educational activities as perceived by adult educators and urban planners was made. The sample comprised 35 adult educators and 35 urban planners from 21 areas in Florida. An instrument listed, in sequential order, 13 program planning procedures selected from the literature of adult education, and listed randomly, five implementing action steps. The following conclusions were made: Major differences existed between the two groups in their perceptions of the importance of (1) the selected program planning procedures in that almost half of the procedures (6 of 13) were rated significantly more important by adult educators, and (2) the implementing actions for each procedure in that more than one-third of the actions (27 of 65) were rated significantly more important by adult educators. A low level of correlations existed between the two groups for a majority of the implementing actions which were rank ordered.

See also: item numbers 20, 26, 86, 97, 195, 430.

1505 PROGRAM PLANNING AND PROCESSES

82. AN ANALYSIS OF FACTORS RELATED TO THE PROGRAMMING ROLE OF THE STATE FOUR-H CLUB LEADER IN SELECTED STATES. Carter, George LaRome, Jr. Wisconsin University. University Microfilms (Order No. 61-2943). Ph.D. Thesis. Apr. 1961. 240p.

The study dealt with perceptions held regarding certain factors that may pertain to the program planning role (ideal as well as actual) of state Four H Club leaders. The 577 respondents (Four H staff members, administrators, supervisors, and specialists) represented four states in which the state leader position is treated as administrative, and four others in which it is described as specialist. State leaders, but not other respondents, were fairly uniform on role perceptions. However, there was more agreement on the ideal role than on what was actually being done. The role was seen as related more to providing leadership for the entire staff in the youth phase of extension work than to institutional determinants or to the individual needs of state leaders. Based on these and other findings, it was recommended that each state Cooperative Extension Service define the state Four H leader's program planning role, the nature of its essential relationships with other position groups, where the position most logically fits within the organization, and the desired relationship between program determination and program execution.

83. AN ANALYSIS OF THE CONCEPT INVOLVEMENT, WITH SPECIAL REFERENCE TO USES FOUND IN ORDINARY LANGUAGE, ADULT EDUCATION, AND IN EMPIRICAL RESEARCH. Snyder, Robert Eugene. Florida State University. University Microfilms (Order No. 70-11,164). Ph.D. Thesis. Dec. 1969. 165p.

This study explored varying uses of the concept "involvement" in ordinary speech, examined the concept as found in the literature on adult education program planning, and analyzed its use and validity in empirical behavioral science research. It was expected that the concept would be further clarified, thus increasing the likelihood of forming potentially useful conceptual relationships (hypotheses). First, existing contextual clues were used to derive basic meanings, which were then compared and contrasted with similar or related utterances. Use of the word in adult education most often followed the "X involves Y" (Type 1) model, as in the statement "Learning involves change and growth," or else Type 2 ("Harry is involved in human relations training"). Type 2 seemed to incorporate the essence of the concept "involvement" as it pertains to the program planning process. Analysis of the use of Type 2 in studies on acquisition of information, affective (attitude and opinion) changes, behavior change, development of special abilities, and arousal of emotional involvement or interest in a situation or activity, indicated that Type 2 has at least some significance in all five areas. (The document includes 51 abstracts and an extensive bibliography.)

1510 ASSESSING EDUCATIONAL NEEDS

84. ADULT EDUCATION: PROJECT DESIGN. EDUCATIONAL NEEDS, FRESNO, 1968. NUMBER 23. Read, Carl H. Fresno City Unified School District, Calif. EDRS PRICE MF $0.65, HC Available from Fresno City Unified School District, Calif. 93707. 1968. 49p. ED 038 762

This report of PROJECT DESIGN, funded under FSEA Title III summarized the adult education needs of the Fresno City Unified School District Curriculum areas of educational need included: (1) literacy and basic education, (2) education for civic responsibility, (3) cultural appreciation and participation, (4) parent and family life education, (5) health education, (6) vocational preparation, (7) budgetary and consumer considerations, (8) leadership education, and (9) education for older adults. The present program's administrative effectiveness was examined and site visits to facilities were made to assess their adequacy, availability, and location. Externally, a cross-section of informed citizens from the community were interviewed. The study concludes that the major curriculum need is to expand into areas serving the Mexican-American, the Negro, and the disadvantaged white segments of the population. In addition, a demand for such courses must be stimulated among the designated users and facilities should be in geographical areas where the users are housed. Although financial problems exist, the report concludes that these could be partially solved with greater community involvement and commitment in the planning of adult education.

85. A CURRICULUM FOR PURCHASING. Pinkerton, Richard LaDoyt. Wisconsin University. University Microfilms (Order No. 70-3663). Ph.D. Thesis. 1969. 475p.

The objective of this research was to identify the necessary educational organization required to form a curriculum plan for the field of purchasing and to investigate the nature of the industrial purchasing function. The dissertation delineates the critical areas of business operation: industrial purchasing, procurement, and material management. The primary research method was personal depth interviews with 75 purchasing experts, 15 leasing purchasing educators, and 65 mail questionnaires from another group of active collegiate purchasing instructors. Some of the conclusions reached were: purchasing personnel need to emphasize the service nature of their role and earn recognition through self initiated productive activities. The educational requirements for each purchasing position are not well defined by practitioners or educators. An undergraduate degree in general business management with one or two courses in purchasing is preferred, with emphasis on quantitative, behavioral science, and economic subjects. An exhaustive review of 127 literature citations is presented and analyzed according to topics.

86. TASK AND SKILL ANALYSIS: A METHODOLOGY OF CURRICULA DEVELOPMENT FOR THE DISADVANTAGED. Centanni, Frederick A. Available from Sylvania Electronic Systems, 63 Second Avenue, Waltham, Mass. 02154. 1970. 175p.

This document outlines training and educational problems confronting the trainee in private business and industry and recommends a methodology which can be used to develop the training/educational approach. Phase I is a labor market analysis, using Boston's Standard Metropolitan Statistical Area as an example of an area and of the kinds of data collected and used. Phase II is task and skill analysis

(TASA): this collects information on training time objectives, general educational development reasoning, mathematics, and language requirements, types of occupational situations, special tools and equipment, physical demands, aptitudes, physical work area, and skill complexity. Phase III, curriculum development, is based on the Sylvania technical concept called DELTA (Direct Employment from Local Training Activities), which consists of analyzing job requirements and developing a training program while recognizing the commonality of instruction and individual abilities of the students. The electronics industry is used as an example of how this core concept progresses from conceptual to operational status. (Appendices include occupational titles and codes, the Boston Standard Metropolitan Statistical Area, visual aids, and a glossary of terms. There are numerous tables and charts.)

87. METHODS OF DETERMINING INSERVICE TRAINING NEEDS OF BEGINNING COUNTY EXTENSION AGENTS. Clifton, O.B. Texas A&M University. University Microfilms (Order No. 70-11, 532). Ph.D. Thesis. 1969. 163p.

Specific objectives of this study were to: test alternative methods of determining training needs; identify methods of determining training needs that may be more efficient than those previously used by the Texas Agricultural Extension Service; and develop recommendations for procedures that may be useful in determining training needs of newly employed extension personnel. All Texas county extension agents initially employed during 1966 and 1967 and still in extension in January 1969 were surveyed. In addition, transcripts of preservice college course work and job performance ratings by supervisors were analyzed. Through each method, training needs were determined for broad areas of competence. Training needs in the specific competencies considered necessary for new agents were assessed through the agent survey. No significant correlation was found between any two methods for each area of competence and it was concluded that each method was measuring something different. Further examination of the findings led the investigator to conclude that, of the methods considered, the agent survey was the most effective.

See also: item numbers 79, 80, 84, 85, 86, 112, 280, 295, 348, 349, 350, 352, 353, 355, 356, 363, 369, 373, 374, 383, 387, 403, 406, 408, 412, 417, 433, 487, 493, 494, 516, 517.

1550 DETERMINATION, REFINEMENTS OF OBJECTIVES TASK ANALYSIS

See: item number 369.

1600 RECRUITMENT OF PARTICIPANTS

88. RELATIONSHIP OF ADMINISTRATOR AND FACULTY PROFILE OF VALUES, DEMOGRAPHIC VARIABLES, AND ATTITUDES TOWARD THE COMMUNITY COLLEGE OPEN DOOR POLICY. Mohorn, Donald Royce. North Carolina University. University Microfilms (Order No. 70-9205). Ed.D. Thesis. 1969. 112p.

The central problem of the research was to determine why administrators and faculty members tended to have differing attitudes toward the open door policy of the community college. The population of 20 administrators and 92 faculty members completed validated and reliable instruments. Males scored significantly higher than females in theoretical and economic value categories. Females scored significantly higher than males in the aesthetic value category. The data indicated no significant differences between other value categories. In the economic value category individuals who were previously self-employed scored significantly higher than those who were previously employed by a college. Respondents who had a low attitude score regarding the open door policy tended to score significantly high in the economic value category; those who had a high attitude score regarding the policy tended to score significantly low in this category. Respondents who had a low attitude score tended to score significantly low in the social value category; those who had a high attitude score tended to score significantly high in the social value category. The respondents' attitude appeared to vary according to position, level of education, and previous education.

89. REACHING THE ALIENATED. Dickinson, Gary. In Journal of Extension; v8 n3. Fall 1970. p32-37.

A comparison made of personal and impersonal Extension contacts made by alienated farmers revealed that farmers with high alienation scores, as measured by the Srole Scale, avoided personal contacts with Extension Personnel. Alienation was not a factor in the use of impersonal contacts.

90. INFORMATION SOURCES, DOGMATISM, AND JUDGMENTAL MODIFICATIONS. Long, Huey B. In Adult Education; v21 n2. Winter 1971. p37-45.

Teachers of adults, supervisors, personnel directors, and others are often concerned with the relative influence of the status of information sources upon the behavior of individuals. Therefore, this study was designed to provide an experimental situation wherein this question could be explored through the manipulation of differing variables. Accordingly 36 persons were divided among three treatments with each treatment group further sub-divided into two groups. The findings reported in the study have been interpreted as suggesting that peer group information may be assimilated and conformed with more readily than similar information from a superior in the employment situation; and dogmatism may not be a dependable variable in conforming judgmental decisions. The experiment data were analyzed by an analysis of variance technique extended to include a 2X3 factional analysis using the q statistic.

91. THE DEVELOPMENT OF AN AUDIOVISUAL INSTRUMENT FOR RECRUITMENT IN ADULT EDUCATION. Schufletowski, Charles Archie. Arizona University. University Microfilms (Order No. 69-20,797). Ph.D. Thesis. 1969. 124p.

The purposes of this study were to: (1) develop an audiovisual instrument for recruitment in adult education; (2) establish guidelines for production of audiovisual media dealing with promotional programs; (3) establish a list of variables which are involved with the potential student of adult education; and (4) develop an instrument for product evaluation. Descriptive and evaluative methods were used. Research literature was reviewed to ascertain those techniques and methods in audiovisual media which have been established to be experimentally most effective. Then a number of sound films and sound filmstrips were previewed to determine what was inherent in the development or construction of each. A set of guidelines emerged. From these, an instrument was constructed and put through a product evaluation using adult education classes which were in session in the metropolitan area of Phoenix. The product evaluation was broken down into five subgroups which existed within these classes. The production guidelines which resulted from this study are applicable to a wide range of audiovisual media in the area of promotional programs and are not restricted to the area of adult education. The instrument (a 35mm sound filmstrip) is available.

See also: item numbers 80, 310, 313.

1650 SELECTION, PREDICTION OF SUCCESS

92. VARIANCE IN SELF REPORT MEASURES OF DISADVANTAGED YOUNG ADULTS AS A FUNCTION OF RACE AND STATED PURPOSE OF TESTING. Cotnam, John Dale. Rochester University. University Microfilms (Order No. 70-2928). Ph.D. Thesis. 1969. 158p.

The study investigated the differential effects of subjects' race, examiners' race, and stated purpose of testing upon self-report measures of disadvantaged young adults. A sample of students enrolled in a Manpower Development and Training Center participated. A black, and a white, examiner administered self-report instruments to 40 blacks and 40 white subjects, randomly assigned to four racially integrated testing groups. The self-report measures encompassed self concept, work values, and purported educational attainment. Several self concept scales, a work values inventory and a personal data sheet were administered to the subjects. The examiners read a "helping" statement of purpose emphasizing the use of the results for the subjects' self understanding in two of the groups. A "competitive" statement of purpose implying the use of the results for job placement was read to the other two. It was hypothesized that examiners of unlike race would represent a "threat" to the subjects, and that competitive statements would prompt greater self favoring bias. Based on the results it was concluded that self favoring bias occurred for both black and white students. Black and white examiners represented different demand characteristics to subjects of both races, but there was no evidence that examiners of unlike race were a threat to the subjects of either race.

93. THE ARMED SERVICES VOCATIONAL APTITUDE BATTERY. Bayroff, Abram G.; Fuchs, Edmund F. NTIS (AD-706-832). Technical Research Report. Feb. 1970. 40p.

This study identified Army, Navy, and Air Force classification tests which were interchangeable in terms of abilities and aptitudes measured; and sought to develop shortened forms as an alternative interservice test battery which would not require over 2 1/2 hours. Comparability was determined from test intercorrelations in a consolidated sample of 1,200 enlistees each from the Army, Navy, and Air Force, and 300 from the Marine Corps. The sample was stratified on the Armed Forces Qualifying Test (AFQT). Correlation coefficients were corrected first for restrictions on the AFQT and then for unreliability (test retest with alternative forms). Tests of word knowledge, arithmetic reasoning, space perception, mechanical comprehension, shop information, automotive information, and electronics information proved to be interchangeable. The Army Coding Speed Test was chosen as the measure of clerical aptitude. Another test, tool knowledge, was added to provide AFQT scores. Relationships among these tests, and between the tests and the AFQT, were similar to those of the parent tests. (Eleven tables and figures are included.)

See also: item numbers 35, 249, 446, 448, 454, 462, 463.

1700 RETENTION

See: item numbers 260, 287, 329, 340, 424, 460, 461.

1750 COUNSELING, GUIDANCE

94. INTERACTION BETWEEN PERSONNELMEN AND ENLISTED MEN: A STUDY. VOLUME 1. Best, H.L.; Skinner, W.H. System Development Corp., Santa Monica, Calif. NTIS (AD-709-565). May 1970. 377p.

This study reports on the effects on Navy image resulting from the interaction between personnelmen (PNs) and their client enlisted men. A series of interviews and responses to a sort questionnaire provided data on the agreements and disagreements between the groups. A major disagreement was investigated between the young enlisted man who emphasizes his requirement for equality and fairness and the older PN who stresses his informational and record keeping role. Recommendations were made for the development of a selection battery for PNs which would include an oral communication test. (The report includes four bibliographies, 84 tables and figures, brief descriptions of human relations training in several civilian organizations, and a literature review on training in attitude change.)

95. THE ORGANIZATION AND ADMINISTRATION OF SPECIAL COUNSELING PROGRAMS FOR ADULT WOMEN IN COLLEGES AND UNIVERSITIES. Jacobson, Rovena Furnivall. University of Southern California, Los Angeles. University Microfilms (Order No. 69-19,377). Ed.D. Thesis. 1969. 282p.

This study focused on present and recommended practices in organizing and administering special counseling programs for mature women. Questionnaire responses were received from 192 university and college administrators. Findings included the following: (1) 63 administrators reported special counseling programs, most of them established within the past ten years; (2) various stimuli, mainly demand by returning women students, sparked the formation of such programs; (3) respondents in institutions with such programs expected the programs to continue, and less than half the respondents anticipated changes in financing; (4) most programs were free to potential students; (5) the programs had relatively mature counselors, more short term and part time programs, and more vocational orientation; (6) staff, rather than line, relationships between special counseling administrators and other personnel, were favored; (7) financial aid was available to adult women students in half the institutions; and (8) a majority of institutions had no child care facilities for student mothers. Adult women students' chief concerns were lack of self-confidence, care of family, finances, directions and goals, management of time, and lack of part time educational opportunities, in that order.

96. HOW AGE-BIASED ARE COUNSELORS OF ADULTS? Troll, Lillian E.; Schlossberg, Nancy. EDRS PRICE MF $0.65. 1969. 14p.
ED 042 939

A study was made to determine the extent of age bias among counselors working with adult clients in educational settings.

An Age Norms Inquiry questionnaire was sent to counselors in 55 urban colleges and to the members of the Adult Development Guidance Association (186 of 381 questionnaires were returned). Age bias was operationally defined as preference for completion of selected developmental tasks at earlier age levels. While no uniform opinion with respect to age norms and constraints was shown, and more than half of the respondents showed some age bias (50%+ bias on 19 of 32 items and over 75% on 5 items), there were a sizeable number who were vigorously opposed to any suggestion of age norms and who would fight for counseling each individual case on its own merits. Women counselors were generally less age biased but no other counselor characteristics measured (age, counseling experience, or training) showed any significant correlation with age bias. The division of items into family, general, and vocational-educational categories also did not relate consistently to the bias found. (Two tables of response data and the questionnaire used are included.)

See also: item numbers 3, 177, 228, 241, 327, 437, 458, 459.

1800 STUDENT AID AND SERVICES

See: item numbers 309, 327, 354.

1850 ADMINISTRATION

See: item numbers 428, 538, 552, 553.

1890 RELATIONS WITH GOVERNING, ADVISORY, CLIENTELE GROUPS

See: item numbers 539, 547, 550.

2200 LEARNING ENVIRONMENTS

2210 COMMUNITY EDUCATION AND DEVELOPMENT

97. THE INITIATION PROCESS IN COMMUNITY DEVELOPMENT PROJECTS: A CROSS CULTURAL ANALYSIS. Pomerleau, Raymond. In *International Review of Community Development*; n21-22. Dec. 1969. p95-110.

Using case studies of communities in the Philippines, Peru, India, and Java, this article examined the program initiation function of community development, especially the extent to which this function facilitates attainment of social and economic objectives of goal achievement projects in developing nations. Community residents showed a moderate degree of conservatism, seemingly accompanied by reluctance to accept social change or incorporate new methods. However, evidence consistently indicated that development programs can succeed if they are designed to meet certain felt, unmet community needs, if residents have been made conscious of needed change, and if they are sufficiently involved in the program planning process. Eleven tables and 27 references.

98. STAGES OF DEVELOPMENT IN POVERTY PROGRAM NEIGHBORHOOD ACTION COMMITTEES. Zurcher, Louis A. In Journal of Applied Behavioral Science; v5 n2. 1969. p223-25 .

A team of participant observers attended over a 19-month period 174 meetings of 12 poverty program neighborhood action committees. Seven stages of committee development are conceptualized: (a) orientation, (b) catharsis, (c) focus, (d) action, (e) limbo, (f) testing, and (g) purposive. Modal individual and group behaviors bracketed by each stage are described. The stages are discussed with the theorist in mind, as they relate to the relatively few previous studies and typologies of developmental sequence small groups. The stages are discussed, with the practitioner in mind, as they relate to the dynamics of a poverty intervention organization and to the "maximum feasible participation" of the poor. Particular attention is given to those poverty intervention organization practices which stimulated, thwarted, or reversed the sequential progress of neighborhood action committees through the stages of development.

99. LIFELONG LEARNING OR LIFELONG SCHOOLING? A TENTATIVE VIEW OF THE IDEAS OF IVAN ILLICH WITH A QUOTATIONAL BIBLIOGRAPHY. Ohliger, John; McCarthy, Colleen. Syracuse University, N.Y., Publications Program in Continuing Education; Syracuse University, N.Y., ERIC Clearinghouse on Adult Education. EDRS PRICE MF $0.65, HC $6.58. Also available from Publications in Continuing Education, 105 Roney Lane, Syracuse, N.Y. 13210 ($1.50). Jul. 71. 102p. ED 049 398

Recent writings on the life and thought of Ivan Illich are summarized in this paper. Attention is focused on his missionary training activities, his subsequent involvement with the Center for Intercultural Documentation in Cuernavaca, Mexico, and the influence of a Brazilian adult educator, Paulo Freire, on Illich's social and educational thinking. Finally, Illich's own views on public education and the learning process are set forth. He calls for the abolition of compulsory schooling in view of what he considers the idolatrous worship of formal education and certification, and the institutional failures of education, around the world. Illich also urges that the drift of adult education toward institutional status be reversed to help make way for informal educational networks based on mutual inquiry and on lifelong access to educational opportunities of one's own choosing. Included are 157 references.

100. SOME DETERMINANTS OF CITIZEN ATTITUDES TOWARD COMMUNITY RESOURCE DEVELOPMENT. Clark, Robert C.; Timothy, Earl E. EDRS PRICE MF $0.65, HC $3.29. Paper presented at the Adult Education Research Conference, New York City, February 2-4, 1971. 1971. 19p. ED 047 220

This study examines, by adaptation of the Likert-type scale: the attitudes of a random sample of Bayfield citizens toward a new national park comprising 20 of the Apostle Islands and 42,000 acres of Lake Superior shoreline in northern Wisconsin, and its possible impact on the community. With the use of correlation analysis and regression technique, the authors analyzed the total socioeconomic and political framework of citizen attitudes influenced by social-psychological factors, and specific factors such as age, education, and anticipated rise in income. Governmental orientation emerged as the strongest and most consistent predictor. Attitude toward the park objectives and formal education also showed a significant relationship. Implications are drawn relating the findings of the study to involvement between federal agencies and local people in a planning situation. Especially significant to successful joint planning are the perceptions that residents have of social, economic, and political issues associated with community improvement.

101. A STUDY OF THE RELATIONSHIP BETWEEN THE COMMUNITY SCHOOL CONCEPT AND SELECTED PUBLIC ATTITUDES. Ahola, Allen Arthur. Michigan University. University Microfilms (Order No. 70-21,607). Ph.D. Thesis. 1969. 201p.

The purpose of this study was to: develop a series of questions given to participants in community education to determine whether differences can be observed and if so, the nature of such differences; and obtain data in order to coalesce leadership perceptions of the community school concept. A leadership questionnaire was developed and administered by personal interview to those individuals in leadership positions pertaining directly to the operation of the local school district. These leaders identified lay leaders who, in their opinion, were most influential for or against the community school concept. Citizens responding to the citizens questionnaire were drawn randomly from two sources: the files of the community school director, and local voter registration records. Significant differences were indicated between participants and non-participants and attitudes toward: education in general (.01); community education (.01); and community (.05). A marked difference of .10 was found between participants and non-participants and attitudes toward self and others. Leaders agreed on the following basic aims and objectives of community education: keeping people involved in education; involving the total environment to the degree that the citizens wish; improving the entire educational atmosphere; and developing unity and cohesiveness among the people.

102. STAFF AND NON-STAFF LEADERSHIP IN MULTI-COMMUNITY AND MULTI-COUNTY DEVELOPMENT ORGANIZATIONS IN NEW YORK STATE. Mendoza, Luis Antonio Cornell University. University Microfilms (Order No. 70-12,635). Ph.D. Thesis. Jan. 1970. 364p.

This study analyzed and described regional development organizations, with special emphasis on leadership structure and patterns; and sought to develop an organizational model to maximize leadership effectiveness. Selected leaders from 14 New York State counties responded to questionnaires covering general organizational characteristics, subunits and cliques, facilities and resources, major roles and functions, planning and goal attainment, coordination and cooperation, internal and external communication, recruiting and staffing, rewards, changes within organizations, controversial issues, factors related to participation and nonparticipation, and social characteristics of staff, board, committee, and other members. Programs appear to benefit mainly business and industry, youth, the community at large, and municipal governments of towns, villages, and cities. Nonstaff members in "board" positions hold the key decision making roles. They are largely well educated, upper middle class people with high religious and civic leadership involvement and high regard in their communities. Lower status groups and their concerns were strongly represented only in civil rights, welfare, employment, poverty, health, and recreational organizations. Important problems in communication, lay leader involvement, and other areas were also uncovered.

103. SMALL COMMUNITY INFLUENTIALS AND THEIR PARTICIPATION IN SELECTED ORGANIZATIONS. Mitchell, John B.; Lafontaine, Edward. In Adult Leadership; v19 n8. Feb. 1971. p256-258.

Civic organizations, and in particular the Rotary, are more likely to include participating influentials than the fraternal groups.

104. TRAINING NONPROFESSIONAL COMMUNITY PROJECT LEADERS. Neleigh, Janic R.; And Others. Available from Behavioral Publications, 2852 Broadway, Morningside Heights, New York, N.Y. 10025. Community Mental Health Journal Monograph Series, 6. 1971. 64p.

Dona Ana Mental Health Services (DAMHS) in Las Cruces, New Mexico, has completed a five year demonstration project intended "to explore the effectiveness of a special method of selecting, assigning, training, and giving consultation to nonprofessional mental health workers as they and the community develop special mental health services." These DAMHS nonprofessionals, called mental health project leaders, were second career people who had some skills relating to DAMHS jobs but were not qualified mental health workers. Trainee selection, training techniques, the role and selection of consultants, functions of mental health nonprofessionals, and approaches to developing community projects, were expected to change--and did undergo change--in response to what trainees and projects seemed to need at different points in time. Similarly, trainee reactions to DAMHS methods varied greatly from one phase to another. At the close of the project, a 24 hour crisis center, an alcoholism project, a juvenile program, and a day care center for emotionally disturbed and retarded children, were in operation. Nonprofessionals had relative success in establishing community projects, recruiting volunteers, and attracting responsible citizens to serve on boards.

105. THE ROLE OF POPULAR PARTICIPATION IN DEVELOPMENT. Hapgood, David, Ed. Available from Massachusetts Institute of Technology, Publications Office, 77 Massachusetts Ave., Cambridge, Mass. 02139. M.I.T. Report No. 17. Mar. 1969. 240p.

Organized in 1968, at the request of the Agency for International Development (AID), an intensive six week study explored implications and possible implementation of the directive (Title IX) in the Foreign Assistance Act which instructs the aid agency to stress "assuring maximum participation in the task of economic development on the part of the people of the developing countries through the encouragement of democratic, private, and local governmental institutions." Conclusions and recommendations were formulated on the foreign policy context of foreign aid; host country situations, strategies, and risks involved; implementation of Title IX through AID planning and other activities as well as through non AID governmental and private agencies; program evaluation (including suitable criteria); research and coordination; and the recruitment and training of development personnel.

106. EDUCATIONAL INVESTMENTS AND ECONOMIC GROWTH: A CASE STUDY IN CONTINUING AND COMMUNITY EDUCATION. Hiemstra, Roger Paul. Michigan University. University Microfilms (Order No. 71-15,178). Ph.D. Thesis. 1970. 316p.

Focusing on Ann Arbor and Jackson, Michigan, this field study explored the effects of certain educational investments on a community's economic growth. Data were obtained from a literature review and personal interviews. Current levels of educational and economic development were assessed according to eight categories and corresponding guidelines. Investments in formal education, continuing (CE) and adult education, job training, and community education were analyzed within an experimental framework. A high level of educational and economic development (including community education) was found in Ann Arbor. Although investments in job training and CE were not at the prescribed level, deficiencies were not serious. Several significant correlations were also found between Ann Arbor's educational and economic indicators. Jackson appeared to have a stagnant economy, excessive investment in formal education, not enough investment in CE and job training, and large but uncoordinated community education investments. Several recommendations were made. Among other things, Jackson's educational spending must become projective not responsive, to stimulate economic growth; and both communities should invest more heavily in CE and job training.

See also: item numbers 47, 156, 196, 220, 336, 337, 434.

2220 TRAINING OF DEVELOPMENT WORKERS

107. FACTORS AFFECTING PERCEIVED ABILITY TO INTRODUCE CHANGE AMONG AGENCY FOR INTERNATIONAL DEVELOPMENT TRAINEES. Wallace, John Moffat. Michigan State University. University Microfilms (Order No. 70-9649). Ph.D. Thesis. 1969. 119p.

Focusing on 221 Agency for International Development (AID) trainees from 32 developing nations, this study evaluated the impact of past experience, personal attitudes and preferences about change, perceptions of another person's attitudes and related behaviors, and a Michigan State University/AID seminar on communications, on self evaluations of ability to introduce change. Data were gathered by two questionnaires, one before and one after the seminar. Individual, interpersonal, and organizational past experience proved highly significant; moreover, individual perceptions of others' perceptions and attitudes tended to outweigh one's own. Self evaluation scores declined somewhat as a result of the seminar. Low scoring participants became more optimistic; high scorers, more pessimistic. Findings also suggested that, if a participant prefers a high level structure initiated by his supervisor, and has not judged himself effective in introducing change in the past, he may not become an effective change agent.

See also: item numbers 105, 120, 344.

2230 RURAL COMMUNITIES

108. COMMITMENTS OF LEADERS AS PREDICTORS OF ATTITUDES TOWARD NEW SOCIAL ISSUES IN A RURAL COMMUNITY SOCIAL SYSTEM. Forest, Laverne Bruce. Wisconsin University. University Microfilms (Order No. 70-24,691). Ph.D. Thesis. Jun. 1970. 224p.

This study described and analyzed a rural community during change to determine possible "blocks" and/or "catalysts" in implementing 29 recommendations by the University of Wisconsin Department of Landscape Architecture. Elements and processes which were most highly related to attitudes toward these changes were represented by leaders' community commitments, especially such sociopsychological variables as organizational participation, interaction within the system, personal influence, systemic linkage (significant outside contacts), and earliness of knowledge. The summated rating technique was used to assess attitudes toward six of the 29 recommendations. (These were seen as most important by respondents, mainly for esthetic and recreational reasons, but also for economic and social reasons.) Socioeconomic variables--property investment, education, community tenure, reputational and positional leadership, organizational membership--correlated more strongly with attitude intensity than did the other variables. Thus, although findings depended somewhat on specific variables within each group, the socioeconomic ("base of power") variables were deemed more relevant to the system, and merit greater consideration in social change efforts by extension educators.

109. CONCERTED SERVICES IN ARKANSAS: AN EVALUATION OF DEVELOPMENT CHANGE. CENTER RESEARCH AND DEVELOPMENT REPORT NO. 6. Smith, J. Vernon; And Others. North Carolina State University. EDRS PRICE MF $0.65, HC $6.58. 1969. 106p.
ED 042 903

The concerted Services in Training and Education (CSTE) program was designed at the federal level to coordinate the resources of all appropriate federal and state agencies in rural development. The pilot Arkansas program focused on the problems of a rural outmigration area characterized by low income, underemployment, and lack of industry. Evaluation of this program was made from both analysis of the changes in the area's socioeconomic profile, and extensive reports derived from interviews, discussions, and questionnaires given to community leaders, trainees, graduates, and a control group. This evaluation rates the Arkansas CSTE program in terms of its performance of four functions: research to identify available opportunities, coordination between public and private manpower programs, vocational training, and development. Although the program was found to be generally successful, areas for improvement were discovered. In particular, more care should be given to preparing trainees for fields in which there are vacancies.

110. THE EFFECTS OF ORDER OF AGENDA OF COUNTY WORKSHOPS IN PROJECT "SHIRTSLEEVES." Croll, John A. Missouri University Columbia. Available from Interlibrary Loan Service, University of Missouri, Columbia, Mo. 65201. (MF $1.11, HC $7.20, estimated). Jul. 1969. 24p.

An exploratory study was made of county workshops designed to plan programs for the poor to see if there would be an increase in verbal participation and later program participation and if expressed needs would be different when representatives of the poor spoke of their needs before agency personnel discussed programs. The workshops were part of the Rural Poverty Training Project--Operation Shirtsleeves, operated by the Extension Division of the University of Missouri and funded by the Office of Economic Opportunity. Several of the workshops were visited and a review was made of 49 workshops. It was observed that the competence of the chairman is vital to success; that there must be a clear understanding of the purpose of the project; and that there was rigidity of many persons to new programs and lack of full support. Lack of transportation was identified more often than any other problem in those programs reviewed. There was some evidence of an increase in participation. The best use of Extension resources is through the present staff using the community development process and involving all citizens; resources of government agencies are only part of those that can be brought to bear on community problems.

111. RURAL DEVELOPMENT AND THE CHANGING COUNTRIES OF THE WORLD. Porter, James F. Ed. Available from Pergamon Press Ltd., Headington Hill Hall, Oxford, England (30s). 1969. 525p.

This study discusses changes in Danish rural conditions, with emphasis on the role of folk high schools and farmers' cooperatives. The central thesis is that economic progress in the developing nations is closely connected to the relationship between education and cooperation. The spread of folk high schools to other Scandinavian nations, as well as to Britain, Ireland, and North America, is traced; some basic rural development issues in India, Nigeria, and other developing nations are raised; and several Scandinavian ventures in international cooperation are described.

See also: item numbers 7, 8, 59, 255, 256, 257, 266, 343, 438, 529.

2240 URBAN ENVIRONMENTS

112. A SURVEY OF COMMUNICATIONS CONCERNING LOCAL GOVERNMENT THAT REACH OR ARE CIRCULATED BY MEMBERS OF THE THREE PRIMARY ETHNIC AGGREGATES RESIDENT IN DADE COUNTY, FLORIDA. SOME TABULATIONS AND HIGHLIGHTS. Beiler, Ross C. Miami University. NTIS (PB-191-211). Oct. 1969. 199p.

This study investigated the main communications linkages between residents of Dade County, Florida, aged 18 and over, and the county and municipal governments of greater Miami. Attention was focused on message channels and content, volume of message flow, and feedback involving whites, blacks, and the Spanish speaking (mainly Cubans). Key findings were analyzed and highlighted in various categories: educational background and length of residence; perceived local and area wide problems (notably crime and neighborhood upkeep); community consciousness; general attitudes toward local government; attitudes on constitutional relations between Metro and the cities; contacts with county governments' feelings of alienation from Metro; information sources most helpful in forming conclusions about local government issues and elections; relative volume of local government information received from each newspaper and each radio or television station; perceived bias on mass media regarding county city power relationships; and conversations (a minor factor) about local government and politics. Black attitudes (rather conservative) toward crime and the police were also noted.

See also: item numbers 81, 255, 261, 333, 336, 337, 442, 503.

2300 RESIDENTIAL EDUCATION

113. DETERMINANTS OF RESIDENTIAL ADULT EDUCATION EFFECTIVENESS. Kafka, James J. EDRS PRICE MF $0.65, HC $3.29. Dec. 1970. 26p. ED 045 939

Advocates of residential education have isolated three determinants of residential adult education effectiveness: isolation from the outside environment; concentration on content; and group support. This study investigated the independent and collective relationships of different levels of these determinants with cognitive gain and posttest achievement. Eighty-four subjects in four similar five-day introductory programs and 20 in a seven-day advanced program made up the sample. Five of the six hypotheses which guided the study were rejected, but the advanced program resulted in findings which tend to accept the conceptualization of a residential adult education temporary system. Perception of isolation generally related positively to cognitive achievement; content concentration seemed to be influenced by group support; and group support generally related negatively to cognitive achievement. On the average, achievement was the best predictor of cognitive learning, but group support overrode the positive relationship in the advanced program. The findings indicate functional benefits from use of a temporary system model in residential education studies. They emphasize a vast difference between the theoretical descriptions of residential education and actual program effects.

114. A CENSUS OF RESIDENTIAL CENTERS. Litchfield, Ann. In Continuing Education Report from the University of Chicago; n21. 1970.

Data are provided on numbers of residential continuing education centers (mainly in the United States and Canada); regional and urban versus rural locations; on versus off campus facilities; sponsorship or affiliation; and the number of conferences held per region. A limited analysis is made of changes between 1963-1964 and 1967-1968 in both number and types of centers, and some possible trends are suggested. Three tables. Two references.

See also: item numbers 52, 62, 175, 540, 542.

2350 ORGANIZATIONAL LEARNING/DEVELOPMENT

115. DURABILITY OF ORGANIZATIONAL CHANGE. Seashore, Stanley E.; Bowers, David G. In American Psychologist; v25 n3. 1970. p227-233.

Describes a program by a manufacturing firm to change their organizational system and member attitudes, and motivations from the existing "autocratic" model to a more "participative" one. A follow-up inquiry made 5 years later in 1969 assessed the direction and degree of systemic change during a period in which no further change efforts were made. Results indicate that progress continued. Job attitudes became more favorable, task orientation and amount of supervisory leadership increased, control became more dispersed across hierarchical levels, and participation increased in goal-setting, decision making, and communications.

116. OPEN SYSTEMS THEORY IN AN ORGANIZATIONAL SUB-SYSTEM: A FIELD EXPERIMENT. Rosen, Ned A. In Organizational Behavior and Human Performance; v5 n3. 1970. p245-265.

Deals with a leadership change experiment conducted in a major component part (subsystem) of a manufacturing organization (system). The leaders (foremen) in 7 of 8 groups comprising an entire department of critical importance in the organization were reassigned on two days' notice. The nature of the experiment and associated data provide an unusual opportunity for an empirical field test on certain central aspects of open systems theory as applied to formal organizations.

See also: item numbers 158, 416, 434, 543.

2600 INSTRUCTIONAL METHODS

117. BRIEFING AS A METHOD FOR COMMUNICATING REPORTS TO PROJECT MANAGEMENT: A THESIS. Gore, Jeffrey Booth. Ohio State University, Columbus. EDRS PRICE MF $0.65, HC $6.58. May 1969. 172p. ED 039 627

This thesis describes and discusses briefing as an efficient method for communicating reports to project management. Briefing is an oral form of communicating specific objectives, tasks, or information with accuracy, brevity, and clarity. In a small case study of Air Force briefing use, the types of briefing were divided according to the direction of flow within the hierarchy--i.e., vertical, horizontal, or radial--and applied to a communication model. Aspects of briefing discussed include the briefer, the project manager, the channel, and the message. Discussion was oriented on how the briefer could organize and plan his briefing accurately. The study concludes that briefing can provide project management with a form of receiving reports that will help maintain a project on schedule and minimize problems.

118. ADULT LEARNING AND INSTRUCTION. Grabowski, Stanley M., Ed. ERIC Clearinghouse on Adult Education: Adult Education Association of the U.S.A. EDRS PRICE MF $0.65, HC $6.58. Also available from Adult Education Association of the U.S.A. 1225 Nineteenth St., N.W., Washington, D.C. 20036. 137p. ED 045 867

These eight conference papers discuss adult learning, instructional theory, and related issues in research and practice. Focusing on processes of educational change, the first paper considers how experienced teachers, educational theorists, and researchers possessing empirically tested knowledge can cooperate in program planning. The next paper reviews the adult instruction literature, then offers some generalizations, and closes with an exposition of the author's theory of instructional transactions or interactions. Another examines broad educational strategies in terms of social games--learned cultural sequences--which create communication networks conducive to various kinds of learning. Next, adult educators are offered guidelines for competing more effectively for funds and program support. In another paper, Malcolm Knowles argues the importance of the emerging field of andragogy (the science of helping adults learn) and suggests implications for adult learning environments. The next two look toward a differential psychology of adult learning and adjustment potential, and indicate how adult educators might apply existing knowledge in motivating and working with adults and in choosing appropriate overall strategies. Finally, consideration is given to administrative responsibility for effective, relevant instruction. Six references are included.

119. EVALUATION OF NEW MEDIA IN ADULT EDUCATION. FINAL REPORT. Johnson, Eugene I. U.S. Office of Education, Washington, D.C. Bur. of Research. OEG-8-8053. Jan. 1969. 16p.

Despite a surprising lack of awareness of sources of basic information about both materials and equipment, a profile of the feelings of several hundred adult educators and their perceptions about new media revealed an absence of negative feelings about the media but also an enthusiastic willingness to incorporate them in programs directed toward the continuing education of adults. This conclusion was based on the analysis of the reactions of adult educators to a series of evaluative papers on the new media together with demonstrations in a number of workshops held in Des Moines, Iowa, in November 1968, at the time of the 18th Annual Conference of the Adult Education Association.

See also: item numbers 20, 26, 384.

2630 TEACHING STYLES AND TECHNIQUES

120. OPERANT STRATEGIES IN THE TRAINING OF COMMUNITY ACTION ORGANIZERS. Vargas, Ernest A.; Breslaw, Jerome. Paper presented at the American Educational Research Association Convention, Minneapolis, Minnesota, March 2-6, 1970. EDRS PRICE MF $0.65, HC $3.29. Mar. 2, 1970. 9p. ED 039 537

Planning, funding and operating anti-poverty programs require skilled community organizers. Training organizers deal with problems of how to motivate others and what tactics should be used when difficulty is encountered. Two approaches to these problems determined by images of 20th Century Man have been employed: (1) rational economic man who emphasizes punishment as sole means for social change;

and (2) irrational, destructive Freudian man who brings about social change by altering the inner lives of other people. Both approaches rely on selective portions of what is apparent in human conduct. A new perspective on man's behavior (operant psychology), which holds that the understanding of man comes through examining his behavior and the conditions under which it occurs, has emerged. A training situation was set up which placed trainees in a state of deprivation (arranging for an event to be reinforced), followed by successive approximation (gradual build up from current behaviors to the training goal behaviors).

121. AN ANALYSIS OF THE EFFECT OF INSTRUCTOR AUTHORITARIANISM AND DEMOCRACY UPON ADULT ACHIEVEMENT IN MANAGEMENT DEVELOPMENT COURSES. Jensen, James Otto. Iowa University. University Microfilms (Order No. 70-4376). Ph.D. Thesis. 1969. 331p.

The purpose of this investigation was to determine the influence of democratic and authoritarian teaching methods on the efficiency of learning in a short, concentrated management technique course and to develop and test hypotheses regarding the relationship between these teaching methods and the factors of instructor personality, student age, educational background, work experience, reason for attendance, and student personality. Subjects were 96 adults enrolled in four classes in a two week course conducted at an adult education center. Critical factors included teaching methods and the selection of the two instructors. Subjects in two classes were taught by an operationally defined authoritarian teaching method by two instructors, one possessing a potentially democratic personality syndrome, the other a potentially anti-democratic syndrome. The other two classes were taught by an operationally defined democratic teaching method by the same instructors. The instructors were selected on the basis of their scores on the California F Scale. Subjects in all classes performed at essentially the same level of achievement. Age, amount of experience, reason for attending the course, and the subject's personality syndrome did not affect his achievement level. Educational level, however, affected the level of achievement.

122. A MANUAL FOR ADAPTIVE TECHNIQUES. Kelley, Charles R.; Kelley, Erica J. Dunlap and Associates, Inc., Santa Monica, Calif. NTIS (AD-711-985). Aug. 15, 1970. 131p.

Adaptation in human tasks and man-machine systems occurs when a response is employed to modify the task, problem or stimulus. The method of adaptation developed and employed in the Dunlap and Associates, Inc. laboratories uses adjustment of an adaptive variable to keep a performance measurement constant. The adaptive variable can then be used as a new index of performance. The nature, history and usefulness of the Dunlap type of adaptive task or system are discussed. Guidelines for applying the technique in continuous and discrete tasks are developed, including four primary adaptive equations, and applications are described for the four forms of adaptive logic represented by these equations. Research studies directly relevant to the Dunlap adaptive technique are abstracted, and 66 references are listed.

123. DIFFERENCES IN EDUCATIONAL LEVEL AND SUBJECT MATTER DIFFICULTY IN THE USE OF COMPRESSED SPEECH WITH ADULT MILITARY STUDENTS. Watts, Meredith W., Jr. In Adult Education; v21 n2. Winter 1971. p27-36.

In this study, academic lectures were delivered to control groups in a normal auditorium setting while experimental groups heard lectures on the same material compressed to about 250 words per minute. All students were U.S. Air Force personnel. Both officer and noncommissioned officer groups were subjected to treatment. Two separate academic lectures were employed and subsequent data were placed in a 3-way analysis of variance design. It is concluded that, for these data, there are no significant differences attributable to treatment (students learn equally well from either mode). Significant effects are found with respect to military rank (officers being more successful than NCO's). There is an interaction between rank and subject matter and a more complex interaction among treatment, rank and subject matter.

124. THE EFFECT OF SUBJECTS' CONFORMING TO MNEMONIC INSTRUCTIONS. Persensky, Senter, R.J. In Journal of Psychology; v74 n1. 1970. p15-20.

Compared subjects trained and not trained in the use of a mnenonic. Subjects were 39 enlisted Airmen. Data indicate that subjects trained in the use of mnemonics generally, but not always, performed better than untrained subjects. The data apply the techniques in the criterion test situation, could perform at a level significantly inferior to subjects who received no training at all. This latter finding offered as possibly accounting for negative results regarding the utility of mnemonics reported by previous researchers.

125. STRUCTURE AND SEQUENCE IN TEACHING NUMBER BASES TO ADULTS. Grotelueschen, Arden. In Adult Education; v20 n4. Summer 1970. p195-205.

Subjects were 96 adults unfamiliar with number bases and ranging in age from 23 to 53. They were randomly assigned to four differentially structured introductory materials (history of measurement, base ten, base seven, or principles of number bases) and three differentially sequenced learning task (random, partial, or complete) conditions within four intelligence and two sex categories. Subjects were received the programmed introductory material. The effect of the introductory material appeared to be greater for subjects with superior intelligence. The completely sequenced differences among the intelligence categories and between sexes were also observed.

126. THE PERSUASIVE PROGRAM IN ADULT EDUCATION: THEORY AND PLANNING. Atkinson, Thomas Grant. Indiana University. University Microfilms (Order No. 68-11,395). Ph.D. Thesis. 1968. 196p.

The purpose of this study was to investigate, develop, and explicate a procedure, theoretical in nature, which adult educators can use for comprehending, analyzing and planning single-event persuasive programs for adults. The study conceptualized persuasion as a behavioral phenomenon consisting of verifiable human action which constitutes, or is instrumental to, the achievement of persuader-desired goals and is willingly performed by "persuades" in response to rationale for the approach to persuasion. These were: verifiable, goal achieving, instrumental, designated personal, voluntary, message response, and interpersonal actions. The process that achieved persuasion consisted of interrelated clusters of task functions, which when placed in proper sequence constituted the basis for a procedure for planning programs. These functions were: (1) initiating the persuasive process; (2) organizing for the achievement of persuasion; (3) defining goals; (4) making ethical decisions; (5) identifying the conditions for achieving persuasion; (6) selecting, analyzing and recruiting "persuadees"; (7) developing message; (8) developing the context for operation; (9) transmitting; (10) evaluating.

127. STIMULUS GENERALIZATION FOLLOWING MULTIDIMENSIONAL STIMULUS TRAINING VS. UNIDIMENSIONAL STIMULUS TRAINING. Gruber, Ronald P. In Journal of Psychology; v75 n2. 1970. p257-262.

Multidimensional stimulus generalization following multidimensional stimulus training was compared to that following unidimensional stimulus training. Forty-five 21-35 year old college graduates received training to a tactile dimension, to an angular orientation dimension, or to both dimensions. Generalization testing consisted of three sequences of 25 test stimuli (five textures paired with five angular orientations). Training to both dimensions resulted in stimulus control by both dimensions. Training to one dimension resulted in control by only that dimension on which training was given.

128. AN EVALUATION OF "ELECTIVE CLASS PARTICIPATION." Wientege, Kingsley M. And Others. In Adult Education; v21 n1. Fall 1970. p44-51.
*UNIVERSITY EXTENSION; *EDUCATIONAL METHODS; *INDEPENDENT STUDY; *LECTURE; *EVALUATION

When elective class participation (ECP) and independent learning activities for adults were compared with the conventional lecture discussion method, the ECP approach showed slightly higher posttest gains and generally received high student acceptance. Eight tables. One reference.

129. FISCAL YEAR 1971 WORK PROGRAM FOR THE DEPARTMENT OF THE ARMY RESEARCH AND DEVELOPMENT IN TRAINING, MOTIVATION, AND LEADERSHIP. Human Resources Research Organization, Alexandria, V. NTIS (AD-713-626). Sep. 1970. 124p.

Current activities (33 work units and nine basic and exploratory research projects) in the Army's Fiscal Year

1971 human resources work program have been grouped into six major research areas: (1) individual training and performance (18% of the total effort); (2) group training and performance (four percent); (3) training for leadership, command, and control (11%); (4) cross cultural or area training for duty in developing nations (9%); (5) training technology (35%); (6) training management. Although not definitive or mutually exclusive, these groupings help clarify the nature of work through the Human Resources Research Organization (HumRRO) in relation to needs arising in major Army activities; and stresses interrelationships among HumRRO studies. A tabular summary of the work program shows the location, category, and amount of effort in each research area.

See also: item numbers 65, 66, 146, 230, 300, 396, 498, 526.

2730 LECTURE

See: item numbers 123, 128. 139, 500.

2750 CIRCULARS, DIRECT MAIL

130. INFLUENCE OF SELECTED FACTORS UPON THE LEARNING OF LANDSCAPE DESIGN CONCEPTS. Oliver, Craig Stanley. Ohio State University. University Microfilms (Order No. 69-4949). Ph.D. Thesis. 1968. 141p.

A study was designed to determine the relative effectiveness of a series of landscape meetings and a supplemental illustrated landscape circular in teaching landscape design concepts to interested groups. The cooperation of county agents was secured. Five counties were selected as experimental; five, as control. Teaching objectives were formulated and a circular selected. The testing instrument, developed by the investigator, consisted of four pictorial questions from which the respondents were forced to judge between good and bad landscaping. The remaining 36 questions were multiple-choice. Respondents in the experimental and control groups took this and a standardized spatial relations test. A landscape rating scale was completed at the end of the four meeting series. No significant difference was found between the experimental and control groups.

See also: item number 487.

2760 INTERNSHIP

See: item number 565.

2765 APPRENTICESHIP

131. EDUCATIONAL MEASURES TO ENCOURAGE THE ACQUISITION OF MULTIPLE SKILLS. Stratenwerth, W. Institut Fuer Berufserziehung un Handwerk, Heft 26. Car Adalbert, Cologne (West Germany). 1969. 60p.

A study was made of measures taken to encourage the acquisition of multiple skills by skilled workers; two methods are: teaching them a broader range of skills and developing their ability to transfer skills to new situations. The number of artisan trades has been reduced from 225 in 1934 to 124 in 1953; new training regulations allow for two related trades to be learned at the same time. The number of apprenticeable trades dropped from 566 in 1950 to 404 by 1966 (219 were deleted). There is a tendency to classify some trades according to operations performed but some will always require specific training related to the characteristics peculiar to the branch of industry. Up to now, all the schemes have been based on at least one year of common basic training for a group of related trades; regrouping so far has been applied mainly to the manual skills. Vocational school syllabi should provide for a basic course or phase covering a group of trades with enough elements in common to justify a broad, common basic curriculum for theoretical instruction. (The study also deals with supplementary training programs in inter-plant workshops and full-time courses in vocational schools in the different states.)

132. APPRENTICE PAST AND PRESENT. U.S. Dept. of Labor, Washington, D.C. Manpower Administration. EDRS PRICE MF $0.65, HC $3.29. 1969. 24p. ED 038 505

For thousands of years men have transferred skills from one generation to another by apprenticeships. In Egypt, Greece, Rome, Europe, and finally in the United States apprenticeships became an accepted practice. In the United States in the 1700's poor boys 14 years or younger were often indentured to masters who agreed to teach them a trade. They were usually bound to their masters until they were 21 years old, and received training in crafts such as leather work and carpentry. After the time of the industrial revolution, domestic apprenticeships disappeared and wages were paid to employers in growing industries such as iron foundries, ship building and printing shops. Laws passed in the 1920's and 30's regulate apprenticeships. Today the apprentice is part of a production force, trains on the job and in a classroom, and is paid wages. Apprenticeship is and will continue to be one of the best ways of training skilled craftsmen. Various programs have been set up to aid the disadvantaged in obtaining apprentice training, including information centers, preparatory courses and prejob programs.

See also: item number 156.

2770 INDEPENDENT STUDY

See: item number 128.

2780 PROGRAMMED INSTRUCTION--SEE ALSO INSTRUCTIONAL DEVICES

133. PROGRAMMED INSTRUCTION IN TECHNICAL TRAINING. Mayo, G. Douglas. Naval Personnel Research Activity, San Diego, Calif. EDRS PRICE MF $0.65, HC $3.29. Jun. 1969. 34p.
MP 000 844

This report represents an effort to bring together available information on programmed instruction in order to arrive at conclusions about its significance and appropriate role in technical training. Introductory sections on the nature of programmed instruction precede major sections on: (1) Naval Air Technical Training Command comparative studies dealing with the amount learned and the amount retained; (2) quantitative aspects of programmed instruction utilization by the Command, including extent of use, reduction in training time, cost and consumer acceptance; (3) the Statement Frame, Practice Frame, Review Frame, and Terminal Frame (SPRT) technique; (4) the management of programmed instruction including discussion of policy guidance, individual pacing, systems versus selective approach, the instructor's role, the desirable amount of programmed instruction in the student's day, and the development of programers; and (5) the future of programmed instruction. The focus is upon research and experience within the Naval Air Technical Training Command. Conclusions favor continued activity in programmed instruction and emphasize the importance of individually paced instructional systems.

134. THE APPLICATION OF THEORETICAL FACTORS IN TEACHING PROBLEM-SOLVING BY PROGRAMED INSTRUCTION. Seidel, Robert J.; Hunter, Harold G. In International Review of Applied Psychology; v19 n1. 1970. p41-81.

Attempted to establish guidelines for applying programed instruction to Army training courses that involve the learning of principles and rules. Carefully controlled experiments were used to revise a course which was then taught. Evaluation indicated that "the general attitude of the students toward the course was favorable and they felt they had learned something that would be useful to them."

135. THE IMPLEMENTATION OF COMPUTER ASSISTED INSTRUCTION IN U.S. ARMY BASIC ELECTRONICS TRAINING. FOLLOW-UP OF A FEASIBILITY STUDY. Longo, Alexander A. Army Signal Center and School, Fort Monmouth, N.J. U.S. Continental Army Command Computer Assisted Instruction Project Series. EDRS PRICE MF $0.65, HC $3.29. Sep. 1969. 18p. ED 038 021

A follow-up was made to a feasibility study of the use of computer assisted instruction in teaching basic electronics. The study was designed to obtain additional empirical data, collected in a real time training environment, on the effectiveness of CAI as a teaching method relative to the conventional mode of instruction (CI). Four specific objectives were set forth: (1) a comparison of the CAI group versus the CI group on two performance criteria--test achievement and time to complete course material; (2) a comparison of the two groups on four follow-up performance criteria--written/performance tests and setback/failure rates; (3) an assessment of student attitudes toward CAI;

and (4) a comparison of the revised versus the feasibility study CAI material. The findings completely support the basic conclusion drawn in the feasibility study that CAI is as effective as CI in teaching basic electronics and further demonstrates the capability of CAI to reduce training time to a significant degree.

See also: item numbers 173, 537.

2800 CORRESPONDENCE STUDY

136. CORRESPONDENCE STUDY: A SUMMARY REVIEW OF THE RESEARCH AND DEVELOPMENT LITERATURE. Mathieson, David E. ERIC Clearinghouse on Adult Education. EDRS PRICE MF $0.65, HC $6.58. 108p. ED 047 163

Beginning with a historical review of private correspondence schools, supervised high school level programs, military programs (notable the United States Armed Forces Institute), and activities by such university extension luminaries as William Rainey Harper and W.H. Lighty, this literature review covers accreditation and licensing problems, general characteristics of students, educational methods and course design, patterns of student achievement and completion, and innovations in correspondence methodology. Limitations affecting the effective use of correspondence study are assessed, along with the instructor role, steps in planning course content and materials, and the structuring of assignments and instructor response (feedback). Expected trends in the use of programmed instruction, broadcast media, films and other audiovisual resources, small groups, special degree programs, and arrangements for course credits and degrees through examinations, are also suggested. Annotated chapter bibliographies contain 164 references.

137. MASS EDUCATION: STUDIES IN ADULT EDUCATION AND TEACHING BY CORRESPONDENCE IN SOME DEVELOPING NATIONS. Edstrom, Lars-Olof, Ed.; And Others, Ed. The Dag Hammarskjold Foundation, Uppsala (Sweden). Available from Africana Publishing Corp., 101 Fifth Ave., New York, N.Y. 10003. 1970. 380p.

Based on two seminars on correspondence study, held by the Dag Hammarskjold Foundation (Uppsala, Sweden) during 1967-1968, this volume consists of lectures delivered at these seminars, together with a selection of essays produced by the participants. The first section reviews the relationship between adult education and economic development, Swedish adult education, and adult education research. The second section deals with the history and development of correspondence study, the writing of correspondence courses, correspondence study program administration, two-way communication in correspondence instruction, and major trends in the field during the decade 1960-1970. The third section focuses specifically on correspondence study programs in operation in many of the independent African nations and their role in national development. An 88 item bibliography, including 25 items specifically related to correspondence study, is appended.

138. CORRESPONDENCE STUDY: STUDENT EVALUATION. PHASE II, PART I OF THE STATE-WIDE CORRESPONDENCE STUDY. Washington University, Seattle. Office of Institutional Educational Research. EDRS PRICE MF $0.65, HC $3.29. Apr. 1970. 38p.
ED 042 995

A questionnaire survey of student attitudes toward correspondence study at three of five four-year colleges in the state of Washington, conducted by the Office of Institutional Educational Research of the University of Washington, using a format similar to its study of faculty attitudes in 1968, brought a response of 50%, which was augmented by a telephone follow-up of 50 nonrespondents. It was found that the three participating schools did not serve the same clientele. Demographically, Eastern Washington State College students were older, more apt to be female, married, and possess more formal education than students from Central Washington State College and the University of Washington. The institutions tended to serve students who lived near them. High proportions of the Central State college and the state university were primary and secondary school teachers. The most general shortcoming of the correspondence courses was felt to be lack of contact with faculty and other students. Perhaps this and the restriction on the number of credits a student could earn through correspondence were the reasons that students limit themselves to 1-3 correspondence courses. Advantages were home study and lack of family and job disruptions by schooling. (26 tables and the questionnaire used in the study are included.)

See also: item numbers 137, 501, 540, 575.

2900 DISCUSSION--GROUPS

139. RELATIONSHIP BETWEEN PARTICIPANT PERSONALITY AND TEACHING METHODS IN MANAGEMENT TRAINING. Sulkin, Howard A. Chicago University. Available from Department of Photoduplication, University of Chicago Library, Swift Hall, Chicago, Ill. 60637. (Microfilm No. T-17,607, $1.65). Ph.D. Thesis. Aug. 1969. 129p.

Focusing on the impact of participant characteristics on learning, this study investigated whether certain teaching methods are more effective than others in changing the knowledge and attitudes of adults with specific personality profiles. A total of 117 persons from each of five sections of a course ("Coaching and Developing Individuals") developed by the Industrial Relations Center, University of Chicago, were classified into four personality types: high extraverted, highly neurotic (HE/HN); highly extraverted, less neurotic (HE/LN); less extraverted, highly neurotic (LE/HN); less extraverted, less neurotic (LE/LN). Members of these categories were randomly divided between lecture and case discussion groups. Pretests and posttests of proficiency were given. It has been hypothesized that discussion would work better than lectures with relatively extraverted and stable people (including HE/LN types), while lectures would supposedly work best with introverts and more neurotic (including LE/HN) types. Findings failed to prove or disprove the hypotheses. The Eysenck theory (highest participation by HE/LN types, lowest participation by LE/HN persons) was not supported either. Implications for further research were also noted.

140. AN EXPLORATORY INVESTIGATION OF THE EFFECTS OF MICROLAB ACTIVITIES AND INSTRUMENTED EXERCISES ON SELECTED OUTCOMES OF PARTICIPATION TRAINING. Connelly, Hester Walton, Jr. Indiana University. University Microfilms (Order No. 70-22,828). Ph.D. Thesis. Apr. 1970. 238p.

This participation training (PT) study sought to determine whether microlabs (short training sessions) and instrumented (data based) exercises reduced the time needed to learn desired PT verbal behaviors; whether participant satisfaction is affected significantly; and whether any unusual problems in content, procedure, or group process arise from the two techniques. Three treatments--a microlab inserted into the usual PT design, PT with instrumented exercises, and the usual PT design only--were used. Thirty adults engaged in a missionary orientation program were divided into three treatment groups. These were among the conclusions reached: (1) microlab activities and instrumented exercises can promote social learning; (2) microlab activities encourage participants to examine the social and emotional aspects of group life and to feel a strong group commitment; (3) demonstrating group concepts through instrumented exercises does not assure immediate behavioral application; (4) PT is especially useful in developing work group skills; (7) the emergence of desired PT outcomes is not highly associated with participant satisfaction.

See also: item numbers 128, 165, 195, 398, 504.

2920 HUMAN RELATIONS, LABORATORY TRAINING

141. COMMUNITY SERVICE WORKERS AND RECIPIENTS: A COMBINED MIDDLE CLASS-LOWER WORKSHOP. Culver, Charles M.; And Others. In Journal of Applied Behavioral Science; v5 n4. 1969. p519-535.

A one-week workshop, focusing on the nature of the helping relationship, was attended by 36 community service workers, subprofessionals, and lower class recipients. The workshop format included both T groups and a variety of more structured activities. The workshop was apparently an effective learning experience, as judged by the staff's appraisal and by the results of questionnaires and interviews obtained from the participant. Social class differences, while visible during the workshop, seemed to carry neither more nor less impact than other demographic characteristics. It is concluded that an open exploration of the helping relationship wherein helper and recipient directly confront each other may have great learning value for both.

142. LEVEL OF EMOTIONAL AROUSAL IN LABORATORY TRAINING. Lubin, Bernard; Zucker, Marvin. In Journal of Applied Behavioral Science; v5 n4. 1969. p483-490.

Forty three managerial level males taking part in four T groups and 61 male subjects participating in three perceptual isolation studies were involved in an investigation of whether laboratory training procedures produce exceptionally high levels of stress. Mean scores on the authors' Multiple Affect Adjective Check List (MAACL) scale for anxiety, depression, and hostility were highest for all four T groups following the sixth of eight sessions. Session six mean scores were significantly lower on all scales than comparable scores from the three perceptual isolation stress conditions. No training subjects scored at or above the point conventionally accepted as deviant for the MAACL whereas each of the perceptual isolation stress conditions produces scores beyond the deviant point.

143. A PROPOSITIONAL INVENTORY OF RESEARCH ON INTERPERSONAL DISTANCE. Lett, Evelyn E.; And Others. Naval Medical Research Inst., Bethesda, Md. NTIS (AD-699-924). May 1969. 58p.

This paper contains a propositional inventory of representative studies of interpersonal distance. One hundred seventeen empirical findings were extracted from 38 randomly chosen studies investigating factors related to interpersonal distance. These findings were grouped into 31 propositions which varied widely in their degree of confirmation. The results indicated only a few well established propositions, with most being tentative and not replicated. Suggestions for future research included more attention to theoretical issues, less replication of well established findings and more effort on replication of newer findings, an "ecological systems" orientation to interpersonal distance which incorporates simultaneous analysis of nonverbal behaviors and other cue exchanges at various distances, and development of methods for more dynamic analysis of interpersonal distance phenomena. The propositional inventory procedure seems useful for integrating research in a newly burgeoning field, if the general framework can be employed as a preliminary ordering device. It is sufficiently objective to permit grouping of disparate findings, but not overly sophisticated and structured to prevent general inductive conclusions.

144. T-GROUP TRAINING IN THE NETHERLANDS: AN EVALUATION AND CROSS-CULTURAL COMPARISON. Moscow, D. In Mens en Onderneming; v23 n6. 1969. p345-362.

Describes a 10-day "sensitivity course." Its aim was to improve the sensitivity of workers in the effectiveness of their roles. Training categories were: (a) improvement in overt operational changes, e.g., communication skills, relational facility feeling of interdependence, and self-control; (b) improvement in inferred changes in attitude, e.g., sensitivities to people, acceptance of others, tolerance of new ideas, self-confidence; and (c) global changes. Three comparable groups of persons were designated experimental (N=52), control (N=19), and comparison (N=12). The comparison consisted of doctors and nurses who had had training in being sensitive to others. The training program consisted of 16 1½-hour sessions plus additional exercises. After one trainees were rated with respect to changes in the ratees' behavior in working with others. The changes in the experimental group were significantly higher ($p < .01$) for the first two categories. The experiment was replicated in British and American milieus with comparable results.

145. THE IMPACT OF AN ORGANIZATIONAL DEVELOPMENT PROGRAM ON PERCEPTIONS OF INTERPERSONAL, GROUP, AND ORGANIZATION FUNCTIONING. Zand, Dale.; And Others. In Journal of Applied Behavioral Science; v5 n3. 1969. p393-410.

Ninety division and assistant division managers at a large research and engineering plant participated in six training laboratories spaced over one year. A comparison group of 74 subordinates did not receive training. Four paper-and-pencil (to before, after, and final measures indicated that laboratory participants: (a) had lower perceptions of the degree of trust, openness, and helpfulness around them immediately following the last laboratory session than before the first; (b) had significantly greater perceptions of the extent to which managers were facing up to conflicts and were seeking help than did non-participants; (c) highly involved in group sessions were likely to both high initiators of follow-up activities; and (d) showed no change on the Theory X-Theory scale from pre- to posttest.

146. EFFECT OF FEEDBACK ON INTERPERSONAL SENSITIVITY IN LABORATORY TRAINING GROUPS. Myers, Gail E.; And Others. In Journal of Applied Behavioral Science; v5 n2. 1969. p175-185.

Thirty two male and thirty seven female participants in the 1966 Rocky Mountain Workshop in Group Development served as subjects in an investigation of whether regular instrumented feedback based on sociometric ratings can help members of a lab training group increase their sensitivity to others. Subjects in experimental groups who filled out sociometric questionnaires and received feedback on their mutual ratings showed a significantly (p .005) greater increase in sensitivity (degree of discrepancy between ratings received and ratings anticipated) over a three day period than did control subjects who rated one another but received no feedback. It is suggested that further research is needed to determine whether sociometric feedback actually increases the interpersonal sensitivity of T group members or merely encourages group conformity.

147. SMALL GROUP DYNAMICS. VOLUME 1. Defense Documentation Center, Alexandria, Va. NTIS (AD-703-600). 493p.

The bibliography contains 423 annotated entries, together with retrieval terms, on small group dynamics (20 subjects or less). Covering the period from January 1953 to 1970, these reports are on adjustments, interpersonal relations, task effectiveness, and performance under various conditions. Decision making, responses, personality, motivation, perception, psychometrics, and stress are some of the factors analyzed. Individual entries are arranged in AD number sequence. The computer generated indices are Corporate Author/Monitoring Agency and Personal Author.

148. MANAGERIAL BEHAVIOR AND PARTICIPATION IN A LABORATORY TRAINING PROCESS. Steele, Fred I.; And Others. In Personnel Psychology; v23 n1. 1970. p77-90.

Data on participants in 1-week training laboratories as part of an organization development program (ODP) included (a) presession attitudes and expectancies, (b) peer ratings of performance during the lab, and (c) follow-up ratings of involvement in ODP activities a year or more later. Results provide moderate support for the hypothesis that prelaboratory expectations and pressures would be related to involvement and learning at the laboratory and stronger support for the connection between both prelaboratory set and laboratory experiences and involvement in follow-up change activities.

149. THE PERSISTENCE OF LABORATORY-INDUCED CHANGES IN ORGANIZATION STYLES. Golembiewski, Robert T.; Carrigan, Stokes B. In Administrative Science Quarterly; v15 n3. Sep. 1970. p330-340.

Study results indicate that a laboratory training design helped induce and sustain major changes in a large number of the interpersonal and intergroup styles of a small organization unit.

150. INSTRUMENTAL AND EXPRESSIVE LEADERSHIP IN COMPLEX ORGANIZATIONS. Rossel, Robert D. In Administrative Science Quarterly; v15 n3. Sep. 1970. p306-316.

Investigates instrumental and expressive leadership orientations among managers and supervisors in eight production organizations that varied in required labor commitment; managers and supervisors were found to respond differently to situations necessitating high required labor commitment.

151. GROUP COHESIVENESS IN THE INDUSTRIAL WORK GROUP. Seashore, Stanley E. Michigan University. University of Michigan Press, 311 Maynard Street, Ann Arbor, Michigan 48108. Fourth printing. 1969. 115p.

Originally published in 1954, this investigation was designed to explore the formation of cohesiveness within work groups in an industrial setting, and the relationship of cohesiveness to productivity and to group members' mental health and adjustment. A company wide questionnaire survey, involving 228 groups totaling 5,871 workers, was made of production workers' background and attitudes, including working conditions, one's job, people in the work group, supervisory practices, wages, the union, promotions, transfers, and training. Members of highly cohesive groups generally showed less anxiety and less variance in productivity than members of less cohesive groups. Highly cohesive groups differed more frequently and strongly than others from the plant norm of productivity, with deviations toward both higher and lower productivity. The direction of deviation depended on the extent to which group members perceived their company as providing a supportive setting for the group.

Group cohesiveness was positively related to opportunities for on the job interaction and to prestige attributed by group members to their own jobs. Within any given group, actual productivity and perceived reasonable productivity showed about the same variance. Similarities in age and education were not significant factors.

152. PERSONALITY STYLE AND SOCIOMETRIC CHOICE. Eisenstadt, Jeanne Watson National Training Labs. Available from NTL Institute for Applied Behavioral Science, 1201 Sixteenth Street, N.W., Washington, D.C. ($1.50). Explorations in Applied Behavioral Science, No. 3. 1969. 52p.

This investigation was an attempt to discover how personality enters into the choosing process in groups and in informal interpersonal situations, making some persons appear attractive and others unattractive to a particular chooser. The subjects were 126 adults in a three week NTL Institute Laboratory in Group Development at Bethel, Maine. Four personality groupings emerged from analysis of leisure time choice patterns: affiliative, self involved, independent, narcissistic. Analysis of choice patterns related to productivity led to the identification of three different styles of coping with anxiety: expressive; protective; depersonalizing. Two major findings about interpersonal orientation and leisure time choice were indicated: (1) a pattern of mutual choice between affiliative and self involved; and (2) independents and others tended to choose for leisure time companions others similar to self. With regard to coping style and sociometric choice, differences in style influence judgments about productivity by making it seem that the behavior of others either facilitates or interferes with one's own efforts to manage anxiety. Depersonalizers and expressors form a partnership but depersonalizers and protectors regard each other as mutually threatening.

See also: item numbers 52, 53, 62, 94, 98, 140, 147, 179, 325, 386, 400, 566.

2950 SIMULATION, GAMING

153. FIDELITY OF SIMULATION AND TRANSFER OF TRAINING: A REVIEW OF THE PROBLEM. Gerathewohl, Siegfried J. Federal Aviation

Administration. NTIS (AD-706-744). FAA-AM-69-24. Dec. 1969. 21p.

The document is concerned with the several kinds of flight simulators available today which are valuable tools for research, training, and proficiency measurement. They range from simple trainer type devices useful for learning specific tasks, to very sophisticated ground based facilities and aircraft used for crew training under simulated environmental and operational conditions. The various perceptual phenomena and performance modes observed indicate that it is not physical similarity of devices, but psychological, physiological, and operational realism, which determines realism in simulation. In general, the amount of transfer of training seems closely related to the degree of fidelity which can be provided. (Ten figures and 28 references are included.)

154. A BASIC REFERENCE SHELF ON SIMULATION AND GAMING. A SERIES ONE PAPER FROM ERIC AT STANFORD. Twelker, Paul A. ERIC Clearinghouse on Educational Media and Technology. EDRS PRICE MF $0.65, HC $3.29. Jun. 1970. 18p. ED 041 487

A short, preliminary discussion of simulation and gaming outlines the various instructional and research techniques which come under the more general heading and lists the properties of each. Six sections of annotated, bibliographic entries serve as a guide to the literature on simulation and gaming. Documents are grouped under the following categories: (1) general discussions of simulation and gaming, (2) media-ascendant simulation (learning through vicarious experience mediated by machines, films, pictures, etc.), (3) inter-personal ascendant simulation (characterized by decision-making, role playing, and player interaction), (4) games that do not involve simulation, (5) the use of simulation to assess performance (situational response testing), and (6) bibliographies. Centers where work is being done on simulation techniques, as well as the names of professional organizations concerned with these techniques are listed. Finally, the titles of journals and newsletters which carry current information on the field are provided.

155. THE METHODOLOGY OF EDUCATIONAL SIMULATION AND DESIGN OF A SIMULATED INSTRUCTIONAL MODEL FOR OCCUPATIONAL EDUCATION. Ogunniyi, Omotosho. Michigan State University. University Microfilms (Order No. 69-20,901). Ph.D. Thesis. 1969. 194p.

This study synthesized, analyzed, and evaluated critically, various kinds of simulations (simulators, computerized games, in-basket simulation), and derived integrative theoretical principles which explain and clarify the methodology of educational simulation, particularly as it relates to the: (a) design and instructional application of educational simulation, (b) operational criteria for instructional simulation, and (c) design of an instructional model for occupational education. Literature review and observational techniques were used. The study showed that the focus of all educational simulations was the provision of realistic instruction. Simulation offers laboratory-type experience to the learner under conditions that replicate the operational situations of real life. Gaming is a useful technique for indicating interactive processes but it is not the sine qua non of simulation. Transfer of training is the main criterion for deciding what to include in a simulation design which needs to incorporate at least five criteria: a stimulus situation, a response situation, a consequence situation representing the interaction of stimulus-response, a feedback sequence, and a control. It was found that every simulated instruction is a pragmatic pedagogical approach which gives realism, meaningfulness, and utility to knowledge.

See also: item numbers 118, 159, 174, 389, 394, 399, 535, 559.

3000 CONFERENCES, INSTITUTES, WORKSHOPS CLINICS

See: item numbers 110, 166, 364.

3010 INSERVICE

See: item number 210.

3015 ON-THE-JOB

156. MANPOWER AND REBUILDING. A STUDY OF SIX MANPOWER DEVELOPMENT AND TRAINING PROGRAMS OPERATING WITH REHABILITATION AND CONSTRUCTION OF HOUSING. Nellum (A.L.) and Associates, Washington, D.C. NTIS (PB-192-029). May 1969. 230p.

Focusing on six manpower development and training programs in five cities (Boston, Chicago, Washington, Oakland, Cincinnati), this study assessed the feasibility, cost, and effectiveness of training unskilled slum residents in construction skills related to housing; and analyzed the effect of such programs on communities and trainees as well as on apprenticeship systems and instructors. It also explored possible linkages between Housing and Urban Development programs designed to alleviate substandard housing, and work experience programs funded by the Department of Labor and the Office of Economic Opportunity. Although the programs provided training for a broad cross section of the resident male population, the "typical" enrollee was a young adult, underemployed, and lacking sufficient skills for a meaningful work career. Numerous recommendations were formulated in such areas as trainee recruitment and selection, program funding, staffing, sponsorship, education and training, job placement, and the furtherance of equal opportunity. (Included are six detailed program descriptions and brief accounts on two other relevant projects.)

3020 SHORT COURSES

157. AN EVALUATION OF A THREE-WEEK ADULT EDUCATION PROGRAM FOR COMMERCIAL FISHERMEN. Drew, Graham Arthur. British Columbia University. Available from Library, University of British Columbia, Vancouver, British Columbia, Canada (MF $7.70). M.Ed. Thesis. Sep. 1969. 137p.

A study evaluated the effectiveness of the three week 1969 University of British Columbia technical fisheries short course in terms of knowledge gain and changing attitudes (especially toward regulatory agencies) during the course. Program content stressed scientific, rather than vocational, aspects of fisheries. Data on 22 adult students of the 1969 class (Group I) were obtained with six objective instruments and subjective discussion session. Two of these--a socioeconomic instrument and a knowledge and attitudes test--were given to 40 nonstudents (Group II) and 55 former students (Group III). Group I fishermen preferred vocationally oriented subjects, but indicated an interest in and understanding of academic and research oriented content. They felt that the subject content met their needs. Attitudinal, knowledge, and socioeconomic data showed that group I fishermen were more representative of Group III than of Group II, and that no significant differences existed between knowledge scores of former students and Group I posttest scores. On the basis of these and other findings, it was concluded that the 1969 short course was a success, but that certain modifications in content, instruction, and format would have enhanced its effectiveness.

3050 DEMONSTRATION

158. THE EFFECT OF DIFFERENT STRATEGIES FOR USE OF THE DEMONSTRATION PROJECT ON THE DIFFUSION OF SOCIAL PRACTICE INNOVATIONS. Butman, Robert Willis. Michigan University. University Microfilms (Order No. 70-4043). Ph.D. Thesis. 1969. 135p.

The problem, "What makes the demonstration an effective technique for promoting the use of innovation," was examined in a pilot study of a sample of 30 projects funded by the National Institute of Mental Health as demonstration research projects. The projects were spread over the states of Illinois, Ohio, Michigan, Wisconsin, and Indiana. Each project prepared a mental health innovation for adoption by target organizations, or organizations where its use would be appreciated. The projects involved innovations in a wide variety of mental health areas--aging, alcoholism, crime and delinquency, emotionally disturbed children, mental retardation, rehabilitation of mental patients, and prevention of mental illness. Analyzed data consisted of proposals sent to the funding agency and other project documents, final reports, and responses from project participants about their experience. Responses were obtained by direct interviews at project sites. Evidence of adoption by target organizations aware of the demonstration was indicative of diffusion. Based on the findings it was concluded that widely divergent approaches to demonstration can result in diffusion of innovations, and that the amount of diffusion for each approach depended on how free project personnel were to perform their tasks.

See also: item numbers 207, 472.

3100 MASS MEDIA

159. A COMPUTER SIMULATION OF AUDIENCE EXPOSURE IN A MASS MEDIA SYSTEM: THE UNITED NATIONS INFORMATION CAMPAIGN IN CINCINNATI, 1947-1948. Kramer, John Francis. Massachusetts Inst. of Tech., Cambridge. NTIS (AD-696-152). Jun. 1969. 535p.

A simulation of Cincinnati mass media system predicts frequency and reach of flow of messages from known facts taken from census statistics, newspaper and radio audience studies, and a content analysis of the press relevant to attitudes and opinions measured by NORC survey of the effects of a public information campaign on the United Nations made in 1947-1948. Three trail scenaries tested plausibility of exposure and consistency with which model synthesized input data before actual scenario of 12 real themes was run. Themes most closely related to large changes shown in NORC panel were those for which simulation predicted highest average frequency of exposure. Two models relate information of attitude change to frequency of exposure and correlations are sought to themes with changes in attitudes and information and recall of exposure in NORC panel.

160. MASS COMMUNICATION. Weiss, Walter. Hunter Coll., New York, N.Y. NTIS (AD-710-773). Aug. 1970. 63p.

The report surveys the significant literature on the mass media which appeared between January 1967 and December 1969. Topics include: Information function; Uses and gratifications; Negroes and the media; Violence and the media; Diffusion and national development; Political campaigns. A bibliography of 182 items is included.

161. VZDELAVANIC DOSPELYCH PROSTREDNICTVOM MASOKOMUNIKACNYCH PROSTRIEDKOV (ADULT EDUCATION THROUGH THE MASS COMMUNICATIONS MEDIA). Belacikova, Bozena, Ed. Vyskumny Ustav Kultury a Verejnej Mienky, Bratislava (Czechoslovakia), Institut pre Vyskum Komunikacnych Prostriedkov. Proceedings of a seminar on Out of School Adult Education through Mass Media, March 31-April 2, 1969. Text in English and Slovak.

Papers delivered at this seminar and included in the proceedings include economic aspects of mass media adult education, psychological problems in adult learning, contemporary problems and issues in adult education, adult education radio broadcasting, the current state of mass media adult education in certain countries outside Czechoslovakia, educational and instructional television within Czechoslovakia, sociological aspects of mass media adult education, breadth of reception and the evaluation of radio broadcasts by listeners in Slovakia, and methodological aspects of a pilot research project. Final seminar recommendations on educational objectives, program planning and operation, preparation of adult educators, and fuller use of broadcast media, are also given. The document includes 40 tables.

162. A STUDY OF MASS COMMUNICATION MEDIA INFLUENCE UPON THE ADULT LEARNER--IMPLICATIONS FOR PROGRAMMING. Brahce, Carl Irwin. Michigan University. University Microfilms (Order No. 70-14,482). Ph.D. Thesis. 1969. 316p.

This study examined the educative influence of the mass media upon the adult learner. A questionnaire was used to obtain data from a stratified random sample of 511 adults enrolled in the Spring, 1969, term at Michigan University Center for Adilt Education. Among the findings were: (1) although the potency of television and radio for transmitting local, national, and world news was recognized, adult education participants relied more extensively upon printed materials; (2) participants were most interested in areas of contemporary importance nationally and socially; (3) a positive relationship was seen between those subjects and/or programs monitored in the media; (4) adult education and other professional services ranked below the mass media as primary information sources for meeting specified needs; (5) there was a positive relationship between adult courses taken and leisure-time activities. Among the programing implications were: television still had serious limitations as an educational medium; the relationship of expressed needs to contemporary issues suggested the importance of contemporary programing; and adult educators should possess social awareness and should cooperate with mass media professionals.

163. THE MASS MEDIA IN COOPERATIVE EXTENSION: A REVIEW OF RECENT LITERATURE. Everly, Jack C. N.Y. ERIC Clearinghouse on Adult Education. EDRS PRICE MF $0.65, HC $3.29. Mar. 1971. 13p. ED 047 236

A brief account is given of current evaluative and research activity by Cooperative Extension personnel as they try to assess the role of mass media in environmental education and a growing range of other areas. Attention is given to principles of mass media rural extension, as well as to basic communication theory, the overall usefulness of mass media, and the application of newsletters, newspapers, films, radio, television, and other specific media in Extension programs. An extensive bibliography (87 references) is provided.

164. REPORT ON A ROUND TABLE "COMMUNICATION 1980" ON MASS COMMUNICATION RESEARCH AND POLICY. HANKO, FINLAND, APRIL 9-11, 1970. Finnish Broadcasting Company, Helsinki (Finland). Available from Section for Long-Range Planning, The Finnish Broadcasting Company, Kesakatu 2, Helsinki 26, Finland. Apr. 1970. 53p.

The papers presented at the conference fall into three main categories: (1) outlines for critical research into mass communication, (2) international perspectives in broadcasting, and (3) the functions and goals of mass communication, together with problems of democratic control over broadcasting. All papers have been translated into English, as have the reports of the discussion sessions which followed their presentation. Participants in the conference were Finnish experts and two invited foreign guests: Professor Dallas W. Smythe, University of Saskatchewan, Canada, and Mr. Lewis Nkosi, author and critic, South Africa.

See also: item numbers 112, 481, 487, 505.

3150 AUDIO-VISUAL

See: item number 91.

3170 AUDIO

See: item number 253.

3180 VIDEOTAPE

See: item numbers 281, 357.

3200 EDUCATIONAL TELEVISION

165. A STUDY OF THE EFFECTS OF TELEVISION COMBINED WITH DISCUSSION GROUPS AND STUDY MATERIALS ON THE CHANGING OF ATTITUDES IN SOCIAL ISSUES. Robinson, Russell D. EDRS PRICE MF $0.65, HC $3.29. Paper presented at the Adult Education Research Conference, New York City, February 2-5, 1971. Feb. 1971. 18p. ED 049 415

The objective of the study was to determine whether a carefully developed educational television series combined with organized viewing post discussion and specially prepared study materials would have any effect on social attitudes and opinions of participants. Data were obtained from a sample of 360 viewers at 22 posts randomly selected from more than 220 viewing posts at which a total of 4000 viewers participated. An opinionnaire was used to collect the data. The opinionnaire sought expression of opinion on 42 statements which were grouped into various categories according to subjects: people, poverty, pollution, politics and miscellaneous opinion statements. Socioeconomic characteristics data were also collected. Statistical analysis of the data showed that the multimedia method of television, discussion groups, and study materials was effective in changing expressed opinions about social and political issues.

166. TELEVISION PERFORMANCE EFFECTIVENESS: A STUDY OF RELATED VARIABLES AND THE EFFECTS OF INSERVICE TRAINING AND EVALUATIVE FEEDBACK. Hatch, James Cordell. Wisconsin University. University Microfilms (Order No. 68-15,989). Ph.D. Thesis. 1968. 353p.

Theoretically, a number of demographic, personality, attitudinal, cognitive, and performance variables were selected for examining television performance effectiveness. The experiment, conducted within the workshop context, was replicated in 1965 and 1966 with a total of 62 participants. Each year subjects were placed into three random groups, stratified by sex and job classification. Group 1 subjects made a television presentation, saw and evaluated the videotape replay, and received a written panel critique for study and comparison. Group 2 subjects performed, then had the panel critique only. Group 3 subjects performed but had no feedback. Inservice training followed treatment. At the end of the workshop all subjects remade their presentations, which were both panel and performer evaluated. High feedback produced significantly more favorable attitudes toward television as a medium for extension education (p <.05). Key predictors of change were grade point average, college television courses, graduate credits, degrees, years in extension, television experience, attitude, self concept, television knowledge, and the exhibition, achievement, autonomy, order, dominance, and aggression personality traits. Performance ratings by television directors were similar to those of other authoritative evaluators.

167. TELEVISION: A VIABLE CHANNEL FOR EDUCATING ADULTS IN CULTURALLY DIFFERENT POVERTY GROUPS?--A LITERATURE REVIEW. Niemi, John A.; Anderson, Darrell V. ERIC Clearinghouse on Adult Education. EDRS PRICE MF $0.65, HC $3.29. Apr. 1971. 16p. ED 048 550

Recent research on the effectiveness of educational television (ETV) with adults in culturally different poverty groups suggests, first of all, that ETV for these groups must be combined with techniques (like listening groups) using volunteer teachers, and that such planning requires close cooperation between adult educators and media specialists. Moreover, a selective retrospective survey (1956-1971) of 11 literacy programs, one in English as a second language, one community development project, and four on personal and social development, has revealed few suitable provisions for evaluating either the appropriateness of the ETV programs or the achievements of individuals. (The document includes program descriptions and 27 references, as well as tabular data on program content, sponsorship, publicity, scheduling and program length, teaching techniques, evaluation techniques, staffing, and instructional materials.)

See also: item numbers 161, 275, 287, 302, 315, 324, 362, 468, 504, 546, 567.

3250 EDUCATIONAL RADIO

See: item numbers 161, 206, 488, 567.

3270 TELEPHONE

168. A STUDY OF TEACHING UNIVERSITY EXTENSION CLASSES BY TELE-LECTURE. Puzzuoli, David A. West Virginia University. EDRS PRICE MF $0.65, HC $3.29. Aug. 1970. 73p. ED 042 961

After an overview of literature on tele-lecture models, a study was made of the applicability of teaching university extension courses by tele-lecture and electrowriter. At West Virginia University, courses in mining engineering and in modern mathematics were given to college classes (control group) and also, using tele-lecture and electrowriter, to extension classes in Beckley, 265 miles distant (experimental group). Comparative analysis of the achievement of the two groups, using the T-Test and F Ratio, showed that achievement by the extension classes was equal to, or significantly greater than, that of students in the on-campus classes. Analysis of extension student questionnaire responses, using the Mann-Whitney U Test, supported the thesis that success in tele-lecture teaching is greater when the professor limits continuous lecturing to 20-25 minutes, provides printed material, uses audiovisual techniques as a supplement, makes a number of personal visits (two or three) to the class, and bases the class on problem solving techniques. (The questionnaire is included.)

169. THE COMPARATIVE EFFECTIVENESS OF THE EDUCATIONAL NETWORK AND FACE-TO-FACE LECTURES FOR UNIVERSITY EXTENSION IN-SERVICE TRAINING. Pellett, Vernon Llano. Wisconsin University. University Microfilms (Order No. 70-11,851). Ph.D. Thesis. 1970. 202p.

This study compared the effectiveness of lecture presentations through the use of Educational Telephone Network (ETN) and face-to-face situations of conventional district inservice training meetings for county Extension agents and explored implications for the selection of inservice training media. County staff units were randomly assigned to ETN, face-to-face, and control groups. A post-test instrument consisting of a subject matter knowledge test, an attitude toward the use of ETN scale, and the Rokeach Dogmatism Scale was administered. No significant differences or relationships were found among variables at the .05 level. The means of the 35-item knowledge test scores were 20.62 for the ETN group and 20.31 for the face-to-face group. Both groups possessed significantly more knowledge than the control group which had a mean score of 18.09. The 193 subjects had a mean dogmatism score of 134.24. They indicated a favorable attitude toward the use of ETN. Conclusions include the following: ETN can be an effective medium for communicating cognitive knowledge for Extension inservice training; improvements could be made in the operational procedures used and in the quality of ETN transmissions; and the degree of open-mindedness does not appear to be a significant factor to consider in the selection of ETN for inservice training.

3400 CURRICULUM MATERIALS--READING MATERIALS

170. THE EFFECT OF THE LOCATION OF QUESTIONS IN READING MATERIAL ON LONG-TERM RETENTION OF SPECIFIC FACTS BY ADULT SUBJECTS. MacGregor, Norman. Indiana University. University Microfilms (Order No. 71-6874). Ph.D. Thesis. Sep. 1970. 219p.

This study investigated how the location of questions in factual reading matter (before, after, or interspersed throughout) affected retention by 60 adult subjects divided among six treatment groups. It was hypothesized that: (1) pre-positioned questions will prove superior to interspersing in terms of mean retention scores; (2) interspersed questions will be more effective than postpositioning; (3) retention scores for subjects with high measured reading ability will surpass scores by low subjects; (4) the interaction of reading ability with question positioning will cause pre-positioning to benefit low ability subjects more than high ability subjects; (5) postquestioning will lower the scores of low ability subjects more than those of high ability subjects. The researcher wrote and used a

3,000 word selection ("How You Will Travel in Space") designed to encourage interest without being emotionally loaded. Findings supported the third hypothesis but none of the other hypotheses. It was concluded that positioning does not significantly affect long range retention and that adults of high reading ability do well regardless of positioning; but that the lack of extremely poor readers in the sample may have biased the findings.

See also: item numbers 253, 275, 285, 288, 293, 299, 303, 307, 492, 495, 498, 536.

3500 COMMUNICATIONS--INSTRUCTIONAL DEVICES--Ed. Technology
Instr. Technology

171. HUMRRO RESEARCH IN TRAINING TECHNOLOGY. Crawford, Meredith P.; And Others. Human Resources Research Organization, Alexandria, Va. EDRS PRICE MF $0.65, HC $3.29. Feb. 1970. 41p. ED 048 527

The document contains four papers on research and development in educational technology presented by the members of the HumRRO staff at a briefing sponsored by the office of the Deputy of Chief of Staff for Individual Training at Headquarters, U.S. Continental Army Command in February 1970. The presentations describe research under Work Unit IMPACT project, whose goal is to provide the Army with an economically feasible training method through computer administered instruction systems. The papers discuss: prototypes of computerized training for Army personnel; research activities on individual training, with low aptitude personnel under Project 100,000; and research in aviation training and aviation training devices. This was the sixth in a series of briefings on training research and development programs.

172. COMPUTER SUPPORT OF MILITARY EDUCATION AND TRAINING: A STUDY OF TERMINOLOGY. Salisbury, Alan B. NTIS (AD-709-644). Apr. 1970. 53p.

Drawing on an extensive literature review, this study investigated the terminology relating to the many uses of computer systems in support of military education and training. Terms were identified (many of them conflicting) which are currently used within industry and education. A logical framework was established for considering the role of computers, with emphasis on the modes, teaching logics, and parameters associated with the instructional applications of computers. Finally, a set of terms and definitions was proposed for use within the armed services. (The document includes 54 references and two graphic representations of instructional and noninstructional computer uses.)

173. AN EVALUATION OF THE EFFECTIVENESS OF THE ALLEN TEACHING MACHINE AT THE FEDERAL CORRECTIONAL INSTITUTION, LOMPOC, CALIFORNIA. Ross, Harvey L. Human Interaction Research Inst., Los Angeles, Calif. EDRS PRICE MF $0.65, HC $3.29. Also available from Human Interaction Research Institute, 10889 Wilshire Boulevard, Suite 610, Los Angeles, Calif. 90024. Final report to the Bureau of Prisons. Feb. 1970. 70p. ED 043 830

This study evaluated the use of the Allen group teaching machines in a basic skills program (arithmetic, language arts, General Educational Development preparation) at the Federal Correctional Institution (FCI), Lompoc, California. Out of 317 eligible inmates, 172 enrolled. The evaluator interviewed inmates, teachers, and prison administrators, and collected data for comparisons between the Lompoc program and other approaches. Machines displayed the special advantage of defining the teacher role as benign and supportive. The teachers, who became primarily observers of the learning process and evaluators of programing effectiveness, have tended to receive their new role favorably. The inmates clearly preferred machines for learning facts by role. Student grade year gains ranged from .8 (on a 20 hour verbal skills course) to 2.4 (in a 13.5 hour number facts course), with an overall mean gain of 1.4 grades for 24 hours of study. Results achieved in the FCI program seemed to compare favorably with those from other methods. Systematic dissemination of the Allen teaching machines throughout the Federal penal system was urged. (Included are educational statistics, special reports, questionnaires, and estimates of cost and personnel needs.)

174. EQUIPMENT-DEVICE TASK COMMONALITY ANALYSIS AND TRANSFER OF TRAINING. Caro, Paul W. Human Resources Research Organization, Alexandria, V. NTIS (AD-709-534). Jun. 1970. 37p.

Procedures were developed to enable training personnel systematically and objectively to determine the potential utility of training devices for teaching how to perform missions in operational rotary wing aircraft. These procedures allow comparison of task stimulus and response elements with corresponding elements in synthetic training equipment. On the basis of such information, training programs consistent with the psychological principles underlying transfer of training may be developed. (Included are three tables, types of displays and controls, and an analysis of a representative flight maneuver in the TH-13T aircraft during a tactical instrument mission.)

See also: item numbers 135, 153, 389.

3600 LEARNING FACILITIES

175. FINANCING RESIDENTIAL CENTERS AT PUBLICLY SUPPORTED COLLEGES AND UNIVERSITIES. Pelton, Arthur E. In Continuing Education Report from the University of Chicago; n20. 1970.

Forty-four residential centers are owned by and associated with public higher education institutions. Data on general information, income, and expenditures were gathered from 42 of the center directors. The W.K. Kellogg Foundation has given grants to six of these universities for residential center construction; private contributions and internal funds of universities have financed others. For the most part, no large amounts of public funds are regularly expended on residential continuing education. Sources of funds have been from fees, state or local legislative appropriations, gifts or grants, and the federal government. Centers need a substantial commitment on the part of colleges and universities owning them; usually solicitation of outside funds is necessary. Once the center is in operation for a period of time, expenses of food, housing, and education can usually be carried on a self-sustaining basis if a little better than half a full house is maintained. Some administrators consider their centers as deficit operated with some subsidy. The lack of adequate steady financial support that plagues residential continuing education must be solved.

See also: item numbers 114, 230, 391.

3800 PERSONNEL AND STAFFING

176. CURRENT RESEARCH TECHNIQUES IN MILITARY PERSONNEL ASSESSMENT (PROCEEDINGS, 12TH ANNUAL CONFERENCE, MILITARY TESTING ASSOCIATION, SEPTEMBER 14-18, 1970). Mannen, Howard A., Ed.; Willing, Richard C., Ed. NTIS (AD-717-028). 1970. 336p.

Twenty-eight papers were presented covering numerous aspects and ramifications of personnel evaluation research methodology in military training. Attention was focused on such concerns as job analysis, testing of knowledge and performance, predictive ability of biographical inventories and psychiatric interviews, course evaluation techniques, identification of relevant civilian skills, test construction, problems in peer rating, officer job evaluation research, and use of the Military Occupational Data Bank as a personnel evaluation resource. (This symposium summary includes bibliographies and 100 tables and figures.)

177. HELPING AND HUMAN RELATIONS: A PRIMER FOR LAY AND PROFESSIONAL LEADERS. VOLUME I. SELECTION AND TRAINING. Carkhuff, Robert R. Available from Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017. 1969. 319p.

Focusing on the rights, responsibility, and role of one who intervenes therapeutically in another person's life, this volume builds on a practical and theoretical human relations base with a view toward guidelines for effective professional training and personnel selection. In an overview of the helping profession, the first chapter presents evidence that lay training programs have been more effective than professional programs as measured by indexes of constructive change in those helped. Part 2 provides a paradigm for the development of psychological health and psychopathology, and analyzes variables (helper, helpee, contextual and environmental influences) that influence the success of

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treatment programs. The next two sections discuss the creation of selection and training procedures, with particular emphasis on the need for skills in discrimination (ability to choose the most suitable helping procedure) as well as in communication or empathy. Finally, a selection and training model is proposed which offers a formula for predicting effects of training on the level of trainee functioning.

See also: item number 177.

4000 TEACHERS, LEADERS, CHANGE AGENTS

178. A STUDY CONCERNED WITH DEVELOPING USEFUL CRITERIA TO CONSIDER IN EVALUATING THE 4-H PHASE OF COUNTY PROGRAMS IN THE GEORGIA COOPERATIVE EXTENSION SERVICE. Fisher, Marian Stovall. Georgia University, College of Agriculture. May 1968. 91p.

The objective of the study was to develop useful criteria for evaluating the 4-H phase of the county program in Georgia Cooperative Extension Service as it relates to the 4-H members and local leaders, thereby helping the county agent, the county home economist, the district 4-H leader and the district agents in developing, planning, supervising, and evaluating the 4-H program. Available literature on evaluation was reviewed and a checklist of criteria developed and administered to randomly selected subjects. Relative importance of the criteria was determined by assigning a value of five to the "very important" column, and of one to the "very unimportant" column. A list of 21 useful criteria for evaluating the 4-H phase of the county program has been provided. The study was limited to 12 counties and involved only county' workers and four district 4-H leaders. The findings of the study may not be applicable to the other areas of the state.

179. LEARNING EXPERIENCES ATTAINED IN DEVELOPING AN ORIENTATION PROGRAM FOR 4-H LEADERS. Potter, Margaret L. Rhode Island University. Supervised Field Practicum. M.A. 1969. 28p.

This field practicum was designed to increase proficiency in leadership development by gaining experience in the planning process, in using group methods, in using human resources, and in using one or more evaluation techniques. Small groups of new adult volunteer leaders were assembled in an informal setting; four meetings were held in three different areas, with a total of 19 leaders attending. Content and form of the meetings were determined by the leaders. Group techniques used included a get-acquainted device, brainstorming, group discussion, interview, visual aids and written and verbal forms of evaluation. Available human resources were used, including a former 4-H member and leader, an experienced leader, and an out-of-state leader and dietitian. As a result of the experience, it was felt that there is a need for such small, home meetings not only for new leaders but for all 4-H leaders in the Northern Rhode Island District. It was difficult to find a convenient time for meetings since many volunteer leaders are now working or have small children. It was suggested that program aides might be hired to do some of the jobs volunteers are now doing; the responsibility of leadership could be shared; and people with special skills could assume short-term leadership jobs.

180. RELATIONSHIP BETWEEN ADAPTABILITY TEST SCORES AND LEVEL OF JOB PERFORMANCE OF EXTENSION AGENTS DOING 4-H WORK.
Gassie, Edward W. 1969. 4p.

Research testing the relationship between Adaptability Test scores and the level of job performance of extension agents doing 4-H work produced mixed results. In a sample of new extension agents there was no significant correlation established (1966). Using a sample of agents who had been on the job from two to 20 years, a correlation of .375 (.05 level of significance) was discovered (1968). Results of this recent study imply that the test might be a predictor of success of extension agents in 4-H club work.

181. A STUDY OF THE WORK OF INDUSTRIAL TRAINING OFFICERS.
Morgan, R.G.T. Air Transport and Travel Industry Training Board, Staines (England). Available from Air Transport and Travel Industry Training Board, Staines House, 158-162 High Street, Staines, Middlesex, England (L 1). Mar. 1971. 245p.

In 1966, information about their jobs was gathered by questionnaire from industrial training officers; 42 activities were listed and the study focussed on "difficulties and distastes" of the job. A total of 254 full-time trainers completed the questionnaire, 213 from private industry and 41 from nationalized industries, spread over 14 industries in all. Trainers differed widely on all biographical variables. A wide variety of training positions were represented, but different jobs seemed to have a good deal in common. Administrative activities were high on the lists as most time-consuming and most irksome. Most important activities were those central to the training process. Most difficult parts of the jobs included obtaining more resources for training, identifying training needs, and evaluating training. Snags most commonly encountered were the unfavorable attitudes of management. A distinctive role emerged and the nature of the training required to help trainers perform it is discussed. It is suggested that the great need in industry would appear to be for more people trained to perform a wider role, who would be able to look at manpower problems "in the round" and recommend the most appropriate solution--which may not be training.

182. MODES OF DIFFUSING KNOWLEDGE TO COMMUNITY COLLEGE FACULTY. Daniel, Richard W.; Shearon, Ronald W. Adult Education Research Conference. EDRS PRICE MF $0.65, HC $3.29. Paper presented at the Adult Education Research Conference, New York, N.Y., February 2-5, 1971. Feb. 1971. 21p.
ED 048 549

This study evaluated the extent to which 386 instructors in the North Carolina Community College System (NCCS) use certain modes of knowledge utilization, and the effectiveness thereof as seen by the NCCCS instructors. It also examined differences in mode use and effectiveness among vocational, technical, and college transfer instructors as well as between six comprehensive community colleges and six technical institutes. A questionnaire containing 23 scale items was developed on the basis of interviews within the NCCCS and of a literature review on communication modes. Of the questionnaires sent, 336 (87%) were returned. Findings led to several conclusions: (1) modes should be stressed (especially textbooks, reference books, and consultations with coworkers) which instructors used most often and considered most effective; (2) use nonwritten rather than written modes, and external rather than internal modes, whenever practical; (3) since college transfer, technical, and vocational instructors use information sources to increasing degrees, respectively, diffusion efforts should be geared accordingly; (4) comprehensive and technical institutions require different approaches only in the case of college transfer instructors. Implications for further research were also noted.

183. THE ROLE OF THE COUNTY EXTENSION AGENT CHAIRMAN IN NEBRASKA. Webb, Billy Ray. Nebraska University. University Microfilms (Order No. 70-12,292). Ph.D. Thesis. 1969. 178p.

A study was made of the role of county Extension chairmen in Nebraska as perceived by the agent chairmen themselves, their clientele, and State Agricultural Extension Service administrators. A scale of clientele orientation versus organizational orientation was developed, and orientation was used as the major variable. Supervisor ratings, role satisfaction among agent chairmen, and other data were Major findings were: (1) clientele groups and administrators had differing cognitive and evaluative images of the agent chairman role; (2) the administrators were more organization oriented than the clients; (3) organization oriented and clientele oriented agent chairmen differed on perceptions of their own roles; (4) among administrators and clients, organizational orientation correlated positively with evaluations of activities; (5) an agent chairman's higher evaluation of activities included in his role was associated with high role satisfaction; (6) the greater the difference between the orientation of an agent chairman and that of his clients, the less role satisfaction be experienced. The degree of consensus was very high, showing the importance of orientation. Clientele were especially important as role definers.

184. THE RELATIONSHIP BETWEEN DOGMATISM SCORES OF COUNTY EXTENSION AGENTS AND MEASURES OF THEIR JOB PERFORMANCE, JOB SATISFACTION AND JOB ASPIRATIONS. Funk, Charles Dennis. Wisconsin University. University Microfilms (Order No. 68-17,895). Ph.D. Thesis. 1968. 172p.

To determine the relationship of dogmatism to job performance and other aspects of a county Extension agent's situation, a study was made of 486 agricultural extension agents and 28 Extension supervisors in five states. Supervisors provided performance ratings, and both groups responded to mailed questionnaires. Personal information (age, tenure, education, major areas of study, year each degree was received) was obtained, together with scores on a ten item aspiration scale, the 18 item Brayfield-Rothe Job Satisfaction Scale, and the Rokeach Dogmatism Scale (Form E). Respondents were more open-minded than otherwise, but less open-minded than certain other professional groups noted in the literature. Open-minded agents were relatively young, with less tenure, more education, and higher performance ratings. Dogmatism was not related to job satisfaction or aspiration; agents showed high job satisfaction and appeared content with their present assignments. Congruency between agent and supervisor dogmatism scores was not associated with performance or job satisfaction per se. However, open-minded agents with open-minded supervisors were slightly less satisfied, while those with less open-minded supervisors showed higher aspirations.

185. THE ROLE AND TRAINING OF ADULT EDUCATORS IN POLAND. Kulich, Jindra British Columbia University, Vancouver, Center for Continuing Education. EDRS PRICE MF $0.65, HC $3.29. Also available from University of British Columbia, Center for Continuing Education, Vancouver 8, British Columbia, Canada ($1.00). Occasional Papers in Continuing Education, No. 6. Mar. 1971. 35p. ED 048 578

Beginning with the prewar origins and postwar evolution (since 1944) of Polish adult education, this paper describes the tasks and characteristics of cultural workers within the Polish sociopolitical setting, then traces the development of formal training opportunities (graduate, undergraduate, secondary vocational) as well as the dimensions of inservice training. Theory building and research activities are also summarized, especially with regard to the rise of andragogy as a discipline. Numerous footnotes and references are included.

186. OPINION LEADERSHIP IN INDIA. A STUDY OF INTERPERSONAL COMMUNICATION IN EIGHT VILLAGES. Sen, Lalit K. Michigan State University. EDRS PRICE MF $0.65, HC $3.29. Mar. 1969. 68p. ED 034 626

A part of a larger study on "Diffusion of Innovations in Rural Societies" conducted in Brazil, Nigeria, and India during 1966-1968, this particular study is based on opinion leadership provided by 680 farmers in 8 Indian villages. In these villages, opinion leaders comprise the primary source of basic information and play a very significant role in the day-to-day life of the ordinary villager. Personal characteristics of opinion leaders and nonleaders are compared. Leaders were found to be more progressive and more in contact with the outside world. It was found that opinion leaders have a higher caste status and a higher level of living than nonleaders. In the 8 sample villages, formal leadership and opinion leadership were found to overlap. It was also found that opinion leadership in Indian villages is polymorphic. Leaders in more modern villages were found to be more innovative than leaders in more traditional villages. It is concluded that communication flows vertically from leaders at the top of the village power hierarchy to the lower strata. The importance of opinion leaders as key communicators, particularly where the availability and use of mass media are limited, is revealed in this study.

187. TRAINING NEEDS OF COUNTY AGRICULTURAL EXTENSION AGENTS IN CEARA, BRAZIL. Sobrinho, Faustino de Alburquerque. Arizona University. M Ag.Ed. Thesis. 1969. •86p.

An analysis was made of the educational needs of the county agricultural extension agents in the State of Ceara, Brazil to determine if training was received within the eight areas of extension work and what the relative degree of training needed was in the same eight areas; also to identify selected training items for specialized and inservice training programs as expressed by the agent's personal interests. Data were collected by a questionnaire completed in group meeting by 75 of the 90 county extension agents in Ceara. They identified 58 (52.2%) of the 111 items of training included in the eight general areas of extension work as having a high rate of training needs. They ranked "knowledge about economic development," "technical agriculture subject matter," and "research and development," as the top three general areas in which they needed the greatest amount of training. All items in the economic development area were indicated as having a high rate of training needed. In technical agriculture, 74.4%, and in research and evaluation, 55.5%, were identified as items of high rate of training needed. Program planning, performance of educational activities, and knowledge about the extension service were identified as having the lowest rate of training needed. It was found in all of the general areas considered in this study that different types of association existed between mean score of training needed and the number of trained agents.

188. STUDIES RELATED TO MISSOURI YOUTH AGENTS AND FORMER YOUTH AGENT POSITIONS. Rowe, George P., Ed. Summary of unpublished special problem report. 1970. 8p.

These two studies investigated why 54 former Missouri youth agents changed positions or left Extension altogether during 1965-1969, and how 36 experienced Missouri youth agents (four years' tenure or more) viewed their jobs. Insufficient understanding of youth agent duties and responsibilities, inadequate leadership and program support, low salaries, little chance for advancement, lack of prestige, lack of challenge and job satisfaction, dissatisfaction with area of residence, and lack of communication with superiors were among the main reasons given for resignations and/or change of position. Experienced youth agents who worked mainly with youth, mainly with Four H, and equally with both differed very little in educational background, tenure, age, and participation in community activities. These were among the other findings: most experienced agents saw a conflict between their officially defined role as program innovators and their actual duties; inadequacies in status, salaries, and opportunities for advancement were noted by many or all respondents; and most respondents considered the educational professions as closely related to the youth agent role.

189. THE 1969 RIVERDALE COMMUNICATION WORKSHOP--AN EVALUATION OF AN IN-SERVICE TRAINING PROGRAM IN THE NORTH DAKOTA COOPERATIVE EXTENSION SERVICE. Humphrey, Fowler C. North Dakota State University. Colloquium paper, M.S. 1969.

To evaluate a communication workshop conducted as part of the inservice training of new employees in the North Dakota Cooperative Extension Service, attitude and information change about certain communication concepts were measured. Prior to a week-long communication workshop, 32 new employees were given a pre-test composed of a 40-question true-false test and an attitude measuring device called a semantic differential. Attitude was measured toward 14 communication concepts covered during the workshop. The same booklet was administered at the end of the workshop and three weeks later. Data were statistically analyzed for mean, standard deviation, t scores and range. It was found that there was a significant knowledge gain about communication and there were attitude changes toward all but one of the 14 communication concepts. Three of the changes were significant (at the .05 level), two in the positive direction and one in the negative. The concept showing negative attitude change showed a significant increase in information gain. The two concepts showing significant positive attitude change seemed to be more associated with attitude formation than change, as they represented new information to most of the participants. No significant change in attitude occurred during the post-workshop period. Data from the mail-in booklets administered three weeks later showed that information level declined yet remained significantly above the pre-workshop level.

190. A STUDY OF FULL-TIME STUDENT EQUIVALENTS FOR UNIVERSITY OF MISSOURI FIELD STAFF MEMBERS. Greenfield, William, Ed. Missouri University. Available from University of Missouri, University Extension Center, Hillsboro, Missouri (MF $0.63, HC $4.60). Jan. 1968. 21p.

The major objective of this study was to determine if an index to indicate the work load of field staff personnel could be developed. The data were collected by the county directors on the basis of information included in the state and federal reports covering the period July 1, 1966 to December 31, 1966. A factor of 450 was used to convert total hours spent to full-time student equivalents. A comparison by position and teaching methods showed that, during the study, the directors reached an average of 375.3 Full Time Student Equivalents (FTSE's); home economists 318.9; agricultural agents 462.6; and community development 35.8. Population had little relationship with the total FTSE per agent except in the case of the mass media. One would tend to conclude that factors in addition to population caused variation in the number of FTSE's per agent. Based on this study, it is difficult to make any definite conclusions about the possibility of developing an index which can be used to determine a work load for field staff personnel based on full-time student equivalents.

191. AN IDENTIFICATION OF SELECTED ITEMS ASSOCIATED WITH FACULTY JOB SATISFACTION IN THE NORTH CAROLINA SYSTEM OF COMMUNITY COLLEGES. Edmundson, James Carroll.North Carolina University. University Microfilms (Order No. 70-9180). Ed.D. Thesis. 1969. 90p.

The relationship between job attitudes and items that contribute to them was investigated. Results of the multiple regression analysis of "demographic" items revealed that: (1) male instructors of at least 45 years of age and older, with most of their work experience outside of formal educational jobs, seemed to be more satisfied in community college teaching, and (2) faculty employed in college transfer instruction appeared to be more satisfied than their peers in technical and vocational education. Analysis of "satisfier" items revealed little information as to which were associated with job satisfaction. However, certain of the "dissatisfier" items were found to be associated with job dissatisfaction. Several of the more important dissatisfiers included: no time for study, inadequate salaries, and excessive work load, required daily preparation, and committee work. When analyzed separately, the areas of major job responsibility (vocational, technical, and college transfer) were found to differ in placing emphasis upon "satisfiers" and "dissatisfiers." It was concluded that among many things community college administrators may elect to do is to give instructors the opportunity for cooperative planning and joint decision making. This may lead to greater job satisfaction.

192. PROFESSIONAL LEADERSHIP BEHAVIOR: ITS EFFECTS AND ASSOCIATED FACTORS. Black, Chester Dunlap. North Carolina University. University Microfilms (Order No. 70-12,820). Ed.D. Thesis. 1969. 173p.

This study investigated the organizational effects of a facet of administrative leadership termed professional leadership behavior (PLB)--defined as the concern for the improvement of professional staff performance. In addition, selected factors were considered for an association with the respondent's perception of the leadership phenomenon. Sixty-two County Extension Directors (CED) and 205 staff members provided data through mailed questionnaires. This organizational position (CED) was created by the Missouri Extension Division to provide administrative leadership to the staff's local educational endeavors. It was committed to a philosophy which encouraged specialization and provided opportunities for the development of professionalism. PLB was associated with the organizational effects of job performance and career satisfaction. It was concluded that the PLB can enhance the educational performance of professionally oriented staff and that it contributes to the satisfaction which results from the pursuit of an educational career. Findings indicate that the perception of PLB by staff respondents is augmented by the involvement of the professional in decision making, the CED's use of a high level of interpersonal skills, and a social-support climate composed of mutual respect and open communications.

193. A STUDY OF PERSONAL VALUES AND THEIR RELATIONSHIP TO PERCEPTION OF ORGANIZATIONAL ELEMENTS. Weick, Roy Kay. North Carolina University. University Microfilms (Order No. 70-9229). Ed.D. Thesis. 137p.

A study was made of relationships of personal value orientations to personal characteristics of Arizona Cooperative Extension Service (CES) professional staff members, their perceptions of certain CES organizational elements (legal, process, functional, structural, personnel), and the distribution of high value orientations. A preliminary literature review confirmed these variables as pertinent to staff recruitment, sales, placement, and training. As for highest value orientations, 39% were religious, 27% economic, 14% theoretical, 13% political, and 7% aesthetic. No one was highest on social orientation. Sex was related to aesthetic, political, and social values; tenure and high political values were related. Perception of legal aspects (sources and amounts of influence on the Arizona CES organization) were related to high aesthetic value orientation. Perceptions of 20 out of 42 organizational items correlated significantly with differing high value orientations. However, values did not adequately explain variations in perceptions.

194. THE PROFESSIONALIZATION OF PRACTITIONERS IN THE INSTITUTIONALIZED OCCUPATION OF ADULT EDUCATION. Wright, Joan. Cornell University. University Microfilms (Order No. 70-24,020). Ph.D. Thesis. Jun. 1970. 158p.

This study sought to describe three groups of adult educators (Cooperative Extension Service, public schools, State University of New York system); find differences between groups on professional attitudes; identify relevant background factors; determine whether associations between attitudes and predictor variables vary in different organizations; discover differences in adult educator orientations; and examine effects of organizational policies and practices on orientations. Usable questionnaire responses from 202 (58%) of the study population organizational practices (including inservice training), professional affiliations, and career flexibility versus organizational flexibility. Regardless of affiliation, three distinct types of adult educators--free-wheeling entrepreneurs, "bureaucrats" (organization builders), and scientists or specialists--emerged in the findings. A major conclusion was that, without a legitimate claim to exclusive expertise (as opposed to a general knowledge base drawn from many disciplines) an occupation aspiring to professional status cannot expect its practitioners to believe in self-regulation or the regulation of colleagues.

195. THE INFLUENCE OF SELECTED LEADERSHIP VARIABLES ON THE EFFECTIVENESS OF CURRICULUM PLANNING GROUPS. Farrell, Glen Michael. Wisconsin University. University Microfilms (Order No. 69-22,379). Ph.D. Thesis. 1969. 132p.

This study evaluated whether effectiveness in curriculum planning groups is raised by involving a professional adult educator as a nondirective, information giving group member, or by training group chairmen in discussion leadership skills. Group effectiveness was measured by member satisfaction with the group product, satisfaction with discussion, use of group resources, group creativity, and clientele perception of group report quality. Four H leaders (100) were divided into 20 groups distributed among the following treatment categories: trained leaders--

professional present; trained leaders only; untrained leaders--professional present; untrained leaders only. Leader training in shared group leadership skills was given in a four hour workshop. Professional involvement resulted in higher member satisfaction with the group product and some aspects of discussion. It was concluded that training and professional involvement will both improve member satisfaction. However, the lack of effect on group creativity, use of group resources, and clientele perception of group report quality, suggested that neither technique would enhance the process of identifying educational problems.

196. FACTORS ASSOCIATED WITH CONSENSUS: AN ANALYSIS OF THE EXTENSION AGENT'S ROLE IN ORGANIZED COMMUNITY DEVELOPMENT. Brisson, Robert Curtis. North Carolina University. University Microfilms (Order No. 70-9174). Ph.D. Thesis. 1969. 173p.

This study investigated the county Extension agent role in organizing community development, the direction and intensity of expectations held by district supervisors and presidents of local community development associations, and factors (sex, age, formal education, farm or nonfarm upbringing, previous role experience, communication behavior) associated with greater or lesser consensus between and within the three groups. Sixteen North Carolina district agents, and a stratified sample of 60 county agents and 60 association presidents, were surveyed by mail questionnaire. Major findings were: (1) district agents, county agents, and association presidents differed significantly on the desired direction and extent of county agent role behavior; (2) within each group, formal education was related to agreement on role definition, but age, sex, and farm or nonfarm upbringing were not; (3) kinds and frequency of communication behavior, and previous role experience, were only slightly related to agreement within groups.

197. THE IRRI TRAINEE RETURNS HOME: AN ANALYSIS OF FACTORS RELATED TO EFFECTIVE UTILIZATION OF FOREIGN TRAINING. Byrnes, Francis C.; Golden, William G. International Rice Research Institute, Los Banos, Laguna (Philippines). Memorandum Report. Sep. 30, 1967. 25p.

This study assessed application of training by International Rice Research Institute (IRRI) professional trainees from developing nations after their return home, and proposed certain policies and procedures to increase and/or assure effective performance by trainees as change agents in their own organizations. Attention was given to issues in trainee selection, the training process, follow-up and support of IRRI graduates, and training activity research and evaluation. Using a W-shaped curve, phases of cross cultural adjustment (including sources of maladjustment and frustration) were traced during the period before arrival, the time spent at the IRRI, and reentry into national cultures and work settings. Learning styles and other significant variables were also discussed. (The document includes 29 references, three tables, photos, and an account of IRRI training of Southeast Asian agricultural extension personnel.)

198. ADAPTABILITY IN INTERPERSONAL COMMUNICATION AMONG TRAINING AGENTS. Hunt, David E. In Merrill-Palmer Quarterly; v16 n4. Oct. 1970. p326-344.

Adaptability involves increasing the training agent's ability to take on and utilize the perspectives of the group with whom she wishes to communicate.

199. VALUE OF JOB EXPERIENCE TO TEACHING EFFECTIVENESS OF TECHNICAL TRAINING INSTRUCTORS. Askren, William B.; Valentine, Robert I. Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. NTIS (AD-709-876). Final Report. Jun. 1970. 15p.

Air Force technical training instructors with and without field job experience were compared regarding teaching effectiveness. Student grades, written critiques, and supervisor ratings were used to measure effectiveness. Results indicated significant differences between instructors on student overall course grades and critiques. However, an interaction effect existed between type of instructor and phase of the course. Supervisors rated job experienced instructors higher. (Four tables and figures and two references are included.)

200. A CRITICAL INCIDENT STUDY OF IDAHO EXTENSION AGRICULTURAL AGENTS. Kohl, Fred Ernest. Wisconsin University. University Microfilms (Order No. 68-10,916). Ph.D. Thesis. 1968. 266p.

Major purposes of the study were to: (1) determine the critical behavioral requirements for the generic job of Idaho Extension agricultural agent based on the analysis of critical incidents, and (2) study several situational factors related to critical incidents. Situational factors were: (1) most important subject content (social, technological, or "combination"); (2) initiator of action (agent, others, or failure of agent to take action); (3) most important contact between agent and others (individual, group, or mass audience); and (4) social system with which the agent was involved. Fifth-eight critical job requirements were developed by inductively categorizing 975 critical behaviors identified in the incidents, using a training frame of reference. Behaviors (and job requirements) classified by areas and subareas described the critical aspects of the agent's job. Agents appeared to perform more effectively in situations requiring a combination of social and technical skills, and in situations which were socially structured. They appeared to be more effective when they initiated action than when others did. Agents seemed to vary in their ability to conceptualize the job and their relationship to it. Evidence suggested that effectiveness of a worker may be influenced by the tangibility of the subject area with which he deals.

201. THE "TURNED ON" TEACHER AND BEYOND: EDUCATION AS A SOCIO-TECHNICAL SYSTEM. Farmer, James A. Jr.; Dravecky, Evelyn. EDRS PRICE MF $0.65, HC $3.29. Paper presented at the Adult Education Research Conference, New York City, February 2-5, 1971. 1971. 7p. ED 047 221

As used in education, the term "turned on" teacher means a teacher who is "with it" in being emotionally, intellectually and existentially involved with: (1) the subject matter being taught; (2) the contemporary scene; and (3) what is relevant for students. Samples of administrators and teachers interviewed stressed personal characteristics and interpersonal abilities as being of primary importance for the "turned on teacher." Of striking note was the emphasis on the underlying concept of empathy as a crucial characteristic. As described by the sample, the excitement which is within and which is generated by a "turned on" teacher is not to be confused with the excitement which might be fabricated by new instructional technology. A theoretical framework for conceptualizing and interrelating "turned on" teaching and technological advances in education may be available in what is called socio-technical systems analysis.

202. SELECTED PERSONAL AND ENVIRONMENTAL FACTORS INFLUENCING CONFORMITY OR NON-CONFORMITY TO ORGANIZATIONAL NORMS IN THE VIRGINIA COOPERATIVE EXTENSION SERVICE. Lester, Clarence Ned. Florida State University. University Microfilms (Order No. 70-16,336). Ph.D. Thesis. 1969. 212p.

The objectives of this study were to determine: the differences among three positional levels within a large publicly-supported organization toward perception of the norms of the organization; the influence that certain personal and environmental factors have on this perception; and the nature of the reactions to organizational norms which may be relevant in a performance evaluation system for the organization. The population comprised 384 Virginia Cooperative Extension Service personnel who answered a self-administered questionnaire. The null hypothesis of no difference among the county, district, and state levels on how they perceive the norms of the organization was rejected. As individuals advanced upward in the hierarchy of the organization there was a tendency for them to have higher agreement regarding the norms of the organization. Sex, tenure, position, and field of undergraduate study appeared to have the greatest influence on the perception of importance regarding the organizational norms. Rurality of county and formal education were found not to be significantly associated with conformity norms. Certain performance traits were rated extremely low indicating their undesirability as performance measurement items. The major area on intelligence was found to contain much ambiguity for the respondents.

203. THE RELATIONSHIP BETWEEN DOGMATISM SCORES AND PERFORMANCE RATINGS AMONG ADULT EDUCATORS. Funk, C. Dennis; Carter, G.L. Jr. In Adult Education; v21 n2. Winter 1971. p46-55.

As a part of a larger research undertaking concerned with identifying variables which contribute to high performance among adult educators, particularly Extension personnel, this study was addressed to an examination of the relationship between dogmatism (open-closed-mindedness) and job performance. Data were collected by mail questionnaires from 486 out of 503 (96.6%) county Extension workers with major responsibility for adult education programs in agriculture in five states. Dogmatism was measured by the Rokeach Dogmatism Scale (Form E) included in the questionnaire. Performance was determined by supervisor ratings using the paired comparison technique. The data revealed a slight negative relationship between dogmatism and performance. This relationship was affected by the age and level of education of the respondents. Open-minded agents tended to be rated higher in performance than the closeminded.

204. THE SUBJECT-MATTER SPECIALIST: EXPECTATIONS HELD TOWARD HIS ROLE. Hutchison, John Elton. Chicago University. Available from Department of Photoduplication, University of Chicago Library, Swift Hall, Chicago, Ill. 60637. (Mircofilm No. T-17,584, $2.70). Ph.D. Thesis. Aug. 1969. 368p.

Prompted by difficulties in specialist recruitment and retention, this study sought to determine the kinds of role expectations held by Cooperative Extension Service (CES) agricultural and home economics specialists themselves, as well as by CES administrators, subject matter department heads, supervisors (district agents), and county Extension agents. On the basis of differences in educational background, duties, and immediate superiors, eight separate position groups were defined and examined. A two part questionnaire comprising 70 functional items (activities and approaches) and 39 attitudinal items was developed and administered to all 829 professional staff members of the CES at Texas A&M University. Four hypotheses were tested: (1) expectations as to the specialist role differ significantly among CES occupations and positions; (2) concepts drawn from role theory can be used to determine these expectations; (3) a specialist role definition acceptable to all CES position groups, can be synthesized; (4) the "stimulator-consultant" role, rather than that of expert or troubleshooter, has emerged as the dominant or preferred approach among specialists. All four hypotheses were accepted, with some reservations in the case of Hypothesis 4.

205. AN ANALYSIS OF CRITICAL BEHAVIORS OF COOPERATIVE EXTENSION AGENTS IN THE PERFORMANCE OF THEIR JOBS. Hampton, Leonard Albert. North Carolina University. University Microfilms (Order No. 70-9185). Ed.D. Thesis. 1969. 70p.

Using the critical incident technique, this study assessed the consistency between actual on the job behaviors of Cooperative Extension agents and their expected or inferred tasks as portrayed in a county agent role model encompassing 31 tasks and seven phases, and three broad categories of activity. Interviews were held with 204 Extension agents, who offered 402 critical incidents (descriptions of their effective or ineffective performance). The role model classified 243 behaviors as "planning," 153 as "execution," and only six as "evaluation." Most behaviors fell within seven of the 31 tasks. The three leading tasks came under planning; the next four, under execution. However, one executive and five planning tasks failed to account for any behaviors. Agents generally seemed to consider evaluation less vital than planning or executive functions.

206. AN EXPERIMENTAL STUDY OF THREE VARIATIONS OF A METHOD FOR SELF-DETERMINATION OF PERFORMANCE LEVEL. Johnsrud, Myron Dale. Wisconsin University. University Microfilms (Order No. 69-22,405). Ph.D. Thesis. 1969. 114p.

The purpose of this study was to develop and experimentally test three variations of a self-evaluation method; 45 Wisconsin University extension agents were randomly chosen and assigned to three groups which represented the variations. The 15 agents in each group evaluated their performance in educational radio programing using a criterion-based radio performance evaluation instrument and varying amounts of evidence about their abilities. Evidence ranged from none for Group I, to tape-recorded playbacks for Group II, to tape-recorded playbacks and performance rating critiques from a panel of communications specialists for Group III. It was hypothesized that the more evidence the agent had the more accurate would be his self-evaluation; this hypothesis was tested for: message-content; message-treatment; delivery-voice; and delivery image projected.

A significant improvement in self-evaluation accuracy was found only for the image projected behavior unit; but the variability of the differences between the agents' self-ratings and the panel's ratings was smallest when maximum performance evidence was provided.

207. A STUDY OF LAND-GRANT COLLEGE AND TENNESSEE VALLEY AUTHORITY STAFFS' PERCEPTION OF THE RAPID ADJUSTMENT PROGRAM CONCEPT. Russ, Peter Lawrence. North Carolina University. University Microfilms (Order No. 70-9219). Ed.D. Thesis. 1969. 150p.

This study assessed the consensus among and between members of land grant college (LGC) and Tennessee Valley Authority (TVA) staffs on perceptions of a farm demonstration program called the Rapid Adjustment Program (RAP); and measured the effect of organizational affiliation (TVA or LGC), position, tenure, education level, major area of study, and time devoted to the RAP, on perceptions. The 188 questionnaire respondents, all directly involved in developing, implementing, and evaluating the RAP concept, expressed themselves on four major RAP subconcepts; objectives, clientele, task, evaluation criteria. Respondents' current work situation, prior experience, and learned behavior had some effect. Certain disagreements on the importance of individual subconcepts were also related to organization, position, and education, communication of the RAP concept seems to have occurred mainly among program specialists. Improved methods were suggested for conveying the concept to persons in other positions.

208. DISCRIMINATION OF WOMEN AS VIEWED BY FEMALE ASTD MEMBERS. McCune, Shirley. In Training and Development Journal; v24 n11. Nov. 1970. p24-26.

Responses to a questionnaire sent to more than 800 women members of the American Society for Training and Development showed clear affirmation of work-related discrimination in a variety of ways--lack of equal pay for equal work, promotion opportunities, opportunities for developing potential, and the lack of day care facilities for women. Respondents affirmed positive attitudes about women in that they indicated they perform well in competitive situations, they have a need to achieve in the working world, successful women were attractive to men, and that women could deal with competitive and aggressive situations. An exception to the positive image of women at work was the agreement that women prefer working for a male boss.

See also: item numbers 14, 17, 18, 20, 65, 66, 82, 87, 96, 166, 276, 277, 278, 279, 280, 296, 297, 301, 306, 309, 310, 325, 372, 404, 415, 459, 485, 520, 549, 551, 552, 554, 575.

4100 ADMINISTRATORS

209. PROFESSIONALIZATION IN HIGHER ADULT EDUCATION ADMINISTRATION. Farmer, James Alexander. Columbia University. University Microfilms (Order No. 70-4508). Ed.D. Thesis. 1969. 101p.

In this study, the major hypothesis tested was: The chief administrators of higher adult education who respond to certain professionalization scales will have, on the average, a greater degree of professionalization in 1962 than in 1957 and in 1967 than in 1962. Each of the 12 variables related to Professionalization and Background Scales were analyzed in relation to the extent of Professionalization. The .05 significance level was employed throughout. None of the values obtained indicated significant change over time between groups tested. These findings were viewed as attributable, at least in part, to events which mitigated against further professionalization of the occupation. Such events included the expansion and diversification of the field of higher adult education and changes in the university setting and society between 1957 and 1967. Using a supplementary questionnaire, additional analyses which compared data from respondents and non-respondents to the initial questionnaire in terms of Professionalization and Background Scales scores, geographic location, and size of enrollment of program, were made. These analyses showed no significant difference between the groups of respondents and non-respondents.

4125 LAW ENFORCEMENT, CORRECTIONAL PERSONNEL

210. THE IMPACT OF IN-SERVICE TRAINING OF CORRECTIONAL COUNSELORS. Smith, Thomas H. Retraining Group (320th), Lowry AFB, Colo. NTIS (AD-716-150). Aug. 1969. 186p.

An empirical study was made on treatment atmosphere and shifts in interpersonal behavior in a military correctional treatment setting. The program studied was a small rehabilitation unit housing 100 to 140 enlisted men convicted by special or general court martial of various offenses ranging from AWOL to manslaughter. The objective of the unit was to improve each individual's functioning in society and, where possible, to return him to active duty in the Air Force for the balance of his enlistment or longer. Ways were investigated in which the milieu of an institution can be used in a resocialization approach. Fourteen questionnaire scales measuring norms, attitudes, and role perceptions were presented and their meaning represented in such a way that the scales can be used to measure the potential for resocialization. Scale, reliability, and validity were documented. Finally, the background of intensive inservice staff training in the retraining group was given in relation to the question of improved resocialization. (Rating scales, a questionnaire, and 29 references are also included.)

4300 EVALUATION

211. DEVELOPMENT OF PERFORMANCE EVALUATION MEASURES: INVESTIGATION INTO AND APPLICATION OF A FLEET POSTTRAINING PERFORMANCE EVALUATION SYSTEM. Siegel, Arthur I.; Federman, Philip J. Applied Psychological Services, Wayne, Pa. NTIS (AD-713-192). Sep. 1970. 90p.

An effort was made to develop and demonstrate an empirically rooted method, based on a sound measurement foundation, for providing feedback on the technical proficiency of Navy electronics maintenance personnel. The method relied largely on a personnel reliability index modeled after an equipment reliability index. (The personnel index is based on the compounding of probability of successful performance value for each of eight factorially derived electronic job dimensions. It was held that these methods and techniques meet a series of psychometric and measurement criteria. Statistically significant differences emerged among the derived indexes for the Navy ratings and job factors involved, but not among the ships and squadrons sampled. A second instrument, based on the Technical Proficiency Checkout Form, and yielding an absolute performance measure, was also administered. A comparison was then made of findings resulting from use of the two instruments. Results and experience of the study indicate that the methods and data treatment techniques used in this study deserve a trial use on a larger scale. (The report includes 17 references and 43 figures and tables.)

212. THE UTILITY OF OER WORD PICTURES AS DISCRIMINATORS. Coyle, Harold S.; Gorman, Charles D. Air Force Human Resources lab., Lackland AFB, Tex. NTIS (AD-713-608). Jul. 1970. 17p.

Since overall numerical ratings assigned to evaluate performance have become questioned as effective criteria for discriminating individual performance for promotion and special assignment purposes, a study was done to see if the word picture portion of the officer effectiveness report can be used to assess performance. Within each set of word pictures, average correlations were computed for each group of ten judges to assess interjudge reliability. Rank order statistics were computed for differing numbers or judges from each group to learn whether optimum reliability would occur with fewer than ten judges. A composite rank order for each set was computed by averaging the ranking across each word picture. The composite rank orders were correlated with the actual criteria ordering. Some doubt emerged as to whether word descriptions can be used as performance discriminators. (Five illustrations and four references are included.)

213. MEASURING THE IMPACT OF MANPOWER PROGRAMS: A PRIMER. Borus, Michael E.; Tash, William R. Michigan University. Available from Institute of Labor and Industrial Relations, P.O. Box B-1, Ann Arbor, Michigan 48106 ($2.50). Nov. 1970. 88p.

Intended as a guide for laymen, this book concentrates on basic techniques for evaluating the impact of manpower programs--that is, their success or failure in attaining long-term program goals. Program objectives with clear operational criteria, and certain other typical objectives more difficult to measure, are identified with reference to individuals, employers, and society at large. Other criteria are indicated for program administration by Federal manpower agencies. Problems in forming experimental and control groups are considered next, together with multivariate analysis, program size, and timing of evaluations. Several dozen short-run goals and evaluation criteria are suggested. Measurement of costs to participants, employers, administrative agencies, and society is also discussed, with emphasis on opportunity costs (potential loss of alternative benefits); and steps are outlined for using program success and cost measures to calculate cost effectiveness. Finally, the alternative approaches to cost benefit analysis are condensed into specific evaluation procedures. An extensive bibliography is included.

214. THE IMPACT OF AGE AND EDUCATION ON THE EFFECTIVENESS OF TRAINING; A BENEFIT-COST ANALYSIS. Gubins, Samuel. John Hopkins University. University Microfilms (Order No. 70-26-753). Ph.D. Thesis. 1970. 224p.

The study examines the Manpower Development and Training Act (MDTA) institutional training of the unemployed using benefit cost analysis to determine the impact of a changing clientele on the economic efficiency of training and the effects of age and previous education on the benefits and costs of training. Using a sample of trainees selected from the Maryland State Employment Services, benefits and costs were computed for the trainee, the government, and the economy. Data were obtained through personal interviews. The benefit cost analysis revealed that MDTA was economically efficient, despite the change in clientele from the technologically displaced to the hard core unemployed; there was significantly higher payoff from training to the economy for trainees with under nine years of education; training payoffs for youth were significantly greater than for those 21 years or over; and training programs were financially worthwhile for the trainee.

215. RESEARCH STRATEGIES FOR EVALUATING TRAINING. Dubois, Philip H., Ed.; Mayo, G. Douglas, Ed. American Educational Research Association. Available from American Educational Research Association, 1126 Sixteenth Street, N.W., Washington, D.C. 20036. AERA Monograph Series on Curriculum Evaluation. 1970. 152p.

This document presents papers given at several conferences of Naval Training research personnel, consultants, and investigators from Washington University of St. Louis who were under contract with the Office of Naval Research to develop and test strategies for evaluating training. Part I covers basic issues in training research--learning ability; laboratory studies of learning; and learning, prediction and the simplex. Part II, on the measurement of learning, covers measurement of learning in extensive training programs; the criterion problem; problems arising from the unreliability of the measuring instrument; measuring gain from a common point of mastery; and residual gain and common points of mastery. Part III, on method and results, covers correlational analysis and analysis of covariance in training research; the matched group design; nonintellectual predictors of success; programed instruction; and the relationship between learning and intelligence.

216. 1970 ADULT EDUCATION RESEARCH CONFERENCE (AERC) EVALUATION WORKSHO: AN EVALUATIVE REPORT. Grotelueschen, Arden; McQuarrie, Duncan. EDRS PRICE MF $0.65, HC $6.58. Jun. 1970. 171p. ED 047 283

Major objectives of this Adult Education Research Conference workshop were sixfold: to examine in detail the State Countenance Model of Evaluation as a potential conceptual framework for adult education evaluation; practice using it to identify and categorize relevant variables and relationships; design evaluation plans for typical adult education programs; understand different types of evaluation procedures more fully; compare two basic styles of inquiry (research and evaluative); and ascertain the function of communication in evaluation. It was planned that participants should complete an attitude scale covering orientations (research, service, teaching, objectives, judgment, degree of confidence) toward evaluation, then pursue a simulation exercise and other problem solving activities. Intended instructional activities were largely carried out. The reported usefulness of a specially prepared instructional resource (the Evaluation Notebook) more than compensated, both during and after the workshop, for the lack of the preliminary activities originally planned; and the attitude scale was well received. Significant increases in knowledge, understanding, and application of the model were also noted, together with much participant satisfaction with outcomes.

217. EVALUATIVE RESEARCH: STRATEGIES AND METHODS. American Institutes for Research, Pittsburgh, Pa. 1970. 160p.

The objectives of this seminar were to gain new insights on the broad problems of evaluation and to provide additional knowledge about methods for dealing with measurement of outcomes, evaluation as a process, and statistical methods. Much more time should be devoted to identifying the objectives of a particular program and to specifying how these should affect the selection of dependent measures. There is a need for a system of measures rather than a single measure. While an activity, for example, may be aimed at modifying a specific behavior, evaluation of that activity must consider related possible side-effects and the total performance of an individual or group. Criterion-referenced measures gained frequent support over norm-referenced tests. Evaluation, particularly in education, should seek to judge the changes within the individual, rather than the differences among individuals. Evaluation is stressed as an ongoing process beginning with the planning phase through the design of program activity to the collection and interpretation of outcome data. Two aspects of this process were highlighted: formative and summative evaluation. Formative evaluation serves primarily to guide improvement in the program and summative seeks to determine whether the goals were fully achieved. Traditional concepts of measuring reliability and validity were also questioned since they are based on the principle of variability.

218. WESTERN REGION AMIDS EVALUATION: A DESCRIPTION OF EVALUATIVE RESEARCH DESIGN AND METHODOLOGY. Farmer, James A.; And Others. California University, Los Angeles. EDRS PRICE MF $0.65, HC $3.29. Sep. 1970. 19p. ED 044 576

The goal of the evaluation of the Western Region AMIDS was to probe deeper into the content, organization, management and methodology of the program to determine its impact on the adult, vocational, technical, and manpower programs that are served by it. The theories and methods developed by Edward Suchman and Robert E. Stake were selected as being most applicable. Identification of specific aspects of Western AMIDS to be evaluated was facilitated by the use of Suchman's five categories of criteria for program evaluation--effort, performance, adequacy of performance, efficiency, and process. The functional flow of work was divided into three stages: Stage one--identification of goals, intents and assumptions by reviewing literature and legislation, and interviewing program staff and the program administrators; State two--relating the results of the first stage to Suchman's five evaluative criteria; Stage three--comparing observed inputs, transactions, and outputs for each criteria with two outside standards. Two major types of reporting, formal reports and informal feedback, were planned. An illustrative example of the evaluative process, and a schedule of time and activities are provided.

219. MEASUREMENT OF TRAINING OUTCOMES. Bond, Nicholas A., Jr.; Rigney, Joseph W. University of Southern California, Los Angeles. NTIS (AD-711-302). Jun. 1970. 43p.

Measurement of training outcomes as a requirement for evaluating new training techniques is one that is difficult to meet. Managers may have different concepts of what they want, than do the investigators. In the report, possibilities for measuring outcomes of training are surveyed, viewing training as a form of planned social change. approaches which are discussed include adaptive control models, decision theory models, and simulation models. Illustrations from the CAI literature of recent attempts to measure training outcomes are given.

220. THE METHODOLOGY OF EVALUATING SOCIAL ACTION PROGRAMS. Cain, Glen G.; Hollister, Robinson G. Wisconsin University. EDRS PRICE MF $0.65, HC $3.29. Also available from Industrial Relations Research Institute, 4315 Social Science Building, 1180 Observatory Drive, Madison, Wisconsin 53706. Reprinted from Public-Private Manpower Policies. Nov. 1969. 22p. ED 044 611

Focusing on the evaluation of outcomes ("cost benefit analysis") in large scale social action programs, this paper examines issues relating to the adequacy of theory and methodology as well the impact of different types of persons (academics, politicians, program administrators) involved in the evaluation process. Problems of evaluation design--control groups, the criterion of replicability (applicability on a wider scale), statistical analysis, and implications of differing socioeconomic criteria--are considered in detail. The authors then propose a deliberately experimental approach which would permit program planners and administrators to learn faster by testing alternative concepts simultaneously. Using an analogy with the court system, they also discuss the potential value of a "rules in evidence" approach to setting standards for acceptance of evaluation results. The document includes 19 footnotes, followed by reprints and other publications by the Industrial Relations Research Institute and the Center for Studies in Vocational and Technical Education.

See also: item numbers 107, 113, 115, 142, 146, 156, 157, 166, 167, 168, 173, 176, 178, 184, 199, 205, 206, 210, 251, 270, 276, 277, 278, 281, 282, 284, 287, 293, 294, 298, 299, 301, 302, 303, 306, 307, 310, 311, 333, 336, 337, 338, 341, 346, 357, 361, 364, 366, 379, 386, 388, 390, 396, 422, 425, 427, 428, 431, 435, 438, 450, 452, 455, 484, 490, 495, 497, 504, 519, 561.

4600 EDUCATION OF SPECIAL GROUPS

4620 AGE GROUPS

See: item numbers 30, 34, 45, 49, 58.

4625 YOUNG ADULTS

221. AN ANALYSIS OF 4-H MEMBER EVALUATION IN OHIO. Ulrich, Allen Leroy. Ohio State University, Columbus M.S. Thesis. 1968.

This study dealt with Four H member evaluation procedures used in Ohio in 1966, changes that had occurred since 1961, and contemplated changes. A mail questionnaire survey of county extension agents in the Ohio Cooperative Extension Service focused on agents' attitudes and opinions regarding the educational value of selected Four H activities, the degree of recognition members can receive, and selected Four H learning experiences as currently conducted in the agents' counties. These were among the conclusions reached: (1) Four H advisors evaluated member progress and helped determine member completion in all Ohio counties; (2) most agents favored optional rather than required competition; (3) home economics agents favored the overall nongraded evaluation approach far more than agricultural and Four H club agents; (4) agents felt that members would receive more recognition in relatively noneducational activities; (5) primary changes in member evaluation have been made, and are being planned, in optional competition and nongraded progress evaluation; (6) Four H advisors alone evaluated member attitudes and participation in most categories; (7) agents felt that more emphasis should rest on individual growth and citizenship training.

222. A STUDY OF BOY/GIRL RATIO IN 4-H IN SEVEN WESTERN STATES. Davis, Robert F. EDRS PRICE MF $0.65, HC $3.29. Feb. 1970. 74p. ED 041 672

The trends toward an increase in the percentage of nonfarm members and the concurrent increase in the percentage of girls in 4-H programs prompted the need for this 1970 study involving Oregon, Washington, Montana, Wyoming, Colorado, Utah, and Arizona. A primary purpose for the study was to confirm or deny these suggested trends. The problem of the decreasing percentage of boys, coupled with urbanization and expansion of 4-H, was considered. Enrollments, recruiting methods, and projects of 4-H members were discussed, followed by results of staff interviews and staff-attitude surveys. It was concluded that the number of boys joining 4-H was not equal to the number of girls because the programs offered to boys did not meet the needs of nonfarm boys. Other contributing factors include program rigidity; inadequate, uninteresting project materials; lack of staff training and experience in new project areas; lack of administrative and staff support of urban programs; difficulty of finding male leaders in urban areas; and the prevailing "farm-boy" image of 4-H. Numerous suggestions for improvements are listed, and pertinent materials and tables are appended.

223. A SEVENTEEN-YEAR STUDY OF THE RELATIONSHIP OF 4-H CLUB WORK TO THE INTERESTS OF RURAL YOUTH AND THEIR SELECTED PERFORMANCES AS ADULTS. Wu, Tsong-Shien. Wisconsin University. University Microfilms (Order No. 68-17,952). Ph.D. Thesis. 1968. 269p.

This study was designed to test the relationship of 4-H Club work to the interests of rural youth during their school years (grades 6-12) and to selected performances--attitudes toward and participation in adult education and occupational choices--five years after high school. It was also intended to examine the relationship between interests and other sociopsychological factors and selected adult performances. The sample consisted of 339 persons who had lived in their respective communities from grade one through grade twelve and had been tested at grades one, six, and twelve and questioned about selected adult performances five years after high school. By means of multiple analysis, a significant relationship was found between 4-H club membership and rural youth interests and later participation in, and attitudes toward, adult education. Interests were shown to relate significantly with personal social behavior, mental age and adults' occupational choices. Results of the study suggested that there should be greater concern for a diversified 4-H program by emphasizing more intrinsic learning experience at later stage of 4-H tenure, and a more nonagricultural program for youth.

224. RELATIONS BETWEEN FOUR-H ENROLLMENT AND SELECTED CHARACTERISTICS OF TENNESSEE'S COUNTY FOUR-H PROGRAMS. RESEARCH SUMMARY. Ahmad, Syed Zubair; Carter, Cecil E., Jr. Tennessee University, Knoxville. Agricultural Extension Service Extension Study, 7. Jul. 1970. 28p.

Conducted in the 95 Tennessee counties, this study investigated the association between county Four H enrollment and 21 variables pertaining to program leadership and organization, participation, enrollment, place of member residence, and number of full time Extension staff involved per county. These were among the conclusions reached: (1) total Four H enrollment in Tennessee counties increased when the number of junior or adult leaders, honor club members, Four H all stars, or basic organizations increased; (2) total numbers of adult leaders and Four H clubs, total

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statewide Four H camp participants, and increases in total full time Extension staff members responsible for Four H work accounted for the largest increases in statewide enrollment; (3) a circular effect was present in program or independent variables (number of junior leaders, for example) which influenced the percent of variation in overall enrollment accounted for by program variables. Several implications, especially for program expansion and desirable club size, were derived. (Five tables and 25 references are included.)

225. FACTORS RELATED TO EDUCATIVE ACTIVITY BY NON-COLLEGE BOUND YOUNG ADULTS. Knox, Alan B. EDRS PRICE MF $0.65, HC $3.29. Nov. 1970. 64p. ED 045 954

The purpose of the study was to identify personal and social characteristics that were correlated with extent of educative activity by non-college bound young adults. One hundred interviews of seven hours each, were held in a Northeastern metropolitan area and 500 interviews were held in one of three geographic areas, a large Northeastern metropolitan area, a state capital in the Middle West, and a rural area at least 100 miles from the nearest large city. Categories of variables included prior experience, current outlook, current roles, and mode of occupational and educational decision. The group of 100 interviewees were fairly active in educative activities, reading books and magazines, using radio and television, and half participating in adult education during the previous year. Data gathered from the second set of interviews suggested something of the developmental process that was occurring for these young adults (maturing). Many had a more active, curious, engaged life style than the others; they had mostly grown up in an abundant home environment. Those young adults who expressed interest in adult education included both those who had participated during the last year and those who had not. It seems that no one category is sufficient to explain adult education participation by non-college-bound young adults.

See also: item numbers 75, 92, 179, 180, 188, 239, 250, 291, 414, 437, 438, 444, 450, 456, 475, 510, 534.

4630 MIDDLE-AGED

226. THE PRE-RETIREMENT YEARS: VOLUME 2: A LONGITUDINAL STUDY OF LABOR MARKET EXPERIENCE OF MEN. Parnes, Herbert S.; And Others. Ohio State University. NTIS (PB-192-671). Jan. 1970. 122p.

The volume is a brief progress report on a longitudinal study of the labor market experience of middle-aged men. The study views the experience and behavior of individuals in the labor market as resulting from an interaction between the characteristics of the environment and a variety of demographic, economic, social, and attitudinal characteristics of the individual. The study seeks to identify those characteristics that appear to be most important in explaining variations in several important facets of labor market experience: labor force participation, unemployment experience, and various types of labor mobility.

4635 OLDER ADULTS

227. ADJUSTMENT TO RETIREMENT; A CROSS-NATIONAL STUDY. Havigburst, R.J., Ed.; And Others, Eds. Available from Royal VanGorcum Ltd., Assen. The Netherlands. 1969. 203p.

This book reports a comparative study of adjustment to retirement in Austria, England, France, West Germany, Italy, Netherlands, Poland, and the United States. Made up by a group of social psychologists from these countries, it focused on men, aged 69-75, who had retired from the occupations of school teacher or worker in heavy industry (especially the steel industry). Interviews of some depth were made with samples of these men to obtain information on their social roles. Social role activity was measured with rating scales which permitted comparison between occupational groups and between national groups. In four of the countries there were interviews with teachers and steel workers aged 50-55, thus permitting comparison between age groups. While the sampling procedure was not adequate to guarantee representative national samples, differences between occupational groups tend to be repeated in the various countries and differences between national groups were noted. The study was intended as a pilot project to show other researchers the possibilities that might be realized in cross-cultural studies made with adequate samples. The disengagement theory of successful retirement was discussed in relation to patterns of role activity in the family and in formal and informal social relations.

228. PRERETIREMENT COUNSELING, RETIREMENT ADJUSTMENT, AND THE OLDER EMPLOYEE. Greene, Mark R.; And Others. Oregon University. EDRS PRICE MF $0.65, HC $13.16. Oct. 1969. 336p. ED 042 996

This study analyzed relationships between successful adjustment to retirement, preretirement counseling, and the psychological, economic, and other background characteristics of individual employees. A preliminary study in the western states showed no small companies, and relatively few other, with preretirement counseling programs of any consequence. Eight large and medium sized companies, four with and four lacking such programs, constituted the sample; 648 retirees and employees were interviewed. Most retirees (75%) accepted retirement as such, but many retirees and employees opposed mandatory retirement policies. Finances, health, activities, retirement attitudes, previous retirement planning, morale, and job skill level were significantly related to good adjustment; resistance to retirement correlated with income, activities, financial planning, health, enjoyment of activities, retirement attitudes, and marital status. Activities, health, and financial planning were especially germane. It was concluded that preretirement counseling programs aided adjustment and weakened older employees' resistance to retirement, as well as improving morale and job related attitudes. (The report includes 331 tables, methodology of the study, and questionnaire.)

229. A PILOT STUDY OF SCIENTISTS RETIRED 1960 THROUGH 1963. Gelber, Beatrice Nova University, Ft. Lauderdale, Fla. EDRS PRICE MF $0.65, HC $3.29. 1969. 16p. ED 039 586

This study sought the answer to the question, "What do retired scientists do?" A questionnaire was mailed to scientists who had a Ph.D. or equivalent and who had retired from the staffs of 76 universities from 1960 to

1963. It was designed to inquire into the following: (1) reactions and adjustment to retirement; (2) criteria for a job for a retired scientist; (3) conditions for retirement; (4) occupations after retirement; (5) self estimations of health and intellectual functioning; (6) career background; (7) present living situation; and (8) suggestions and advice for others contemplating retirement. The returns were analyzed by computer and the findings, on all eight aspects, were discussed and summarized.

230. A DESCRIPTIVE ANALYSIS OF THE ADULT EDUCATION METHODOLOGY AND THE NON-THREATENING APPROACH TO ADULT EDUCATION AS PRACTICED BY THE INSTITUTE OF LIFETIME LEARNING, WASHINGTON, D.C. Blake, Clarence Napoleon. George Washington University, Washington, D.C. University Microfilms (Order No. 70-13,951). Ed.D. Thesis. 1969. 135p.

A study was made of the Institute of Lifetime Learning in Washington, D.C.; data were gathered by observation over an 11-month period and through interviews with 19 instructors. An analysis of the findings indicate the following: (1) the institute's philosophy is the provision of non-threatening education for older or retired adults; (2) instruction is given through traditional lecture-discussion, demonstration-performance, or informal seminar; (3) there are short courses and no assigned homework; (4) progress is based on student abilities rather than on curriculum. The facilities of the institute were designed or purchased with older adults in mind. It is conveniently located in the heart of Washington, D.C. Public transportation in the city and outlying districts is available.

231. FINANCIAL ADEQUACY, RETIREMENT, AND PUBLIC POLICY: A STUDY OF THE PERCEPTIONS OF OLDER AMERICANS. Peterson, David Alan. Michigan University. University Microfilms (Order No. 70-14,618). Ph.D. Thesis. 1969. 251p.

This study examined the perceptions of older Americans on the financial aspects of retirement and on policy matters which directly bear on their income maintenance positions. A descriptive survey was made of older persons participating in senior citizen multipurpose centers and clubs. The findings showed that 57% of the respondents perceived their finances (savings and income) to be inadequate. Nonmarried, females, blacks, persons renting or buying homes, those with low incomes, those living alone, and those with little education had most inadequate incomes. Individuals tended to see their present financial condition as poorer than it was before retirement, and the future as even more threatening. Most respondents (80%) viewed the retiree as responsible for contributing to his own retirement income. Social security and private pensions were the preferred sources of income. Yet when these sources proved inadequate, the government was the agency seen as most responsible for providing income for older people. Adult children were not viewed as a proper source of income by the majority of respondents, even for indigent older persons. Suggestions for improving conditions for retirees centered around raising their income. Policy implications included increased social security benefits and its redistributive effects, and information dissemination.

232. ANNUAL REPORT SEPTEMBER 1, 1968 TO AUGUST 31, 1969. Paul, E.J.; And Others. Drake University, Des Moines, Iowa. EDRS PRICE MF $0.65, HC $9.87. Aug. 1970. 227p. ED 043 816

The major task of Drake University Pre-Retirement Center for the fiscal year 1968/69 continued to be the demonstration and evaluation of different methods of involving workers in retirement preparation activities. Recruitment was from three primary groups; business, government employees, and the community at large. The center also helped the community of Mason City, Iowa, to establish three groups; one from the community at large (28 participants); one, industrial (15 blue collar) and the third, professional (31 teachers). Three studies were also conducted by center personnel. In one, based on 214 subjects, the age level at which preretirement planning results in greatest attitude and adjustment change was determined, using the Dugger Scale. The second, with 145 participants, concerned itself with retirement planning activities and attitude change resulting participation in preretirement planning programs. The third, involving 368 subjects determined the influence of certain personality characteristics in likelihood of change and what changes had occurred in expressed concerns, involvement, and attitudes.

233. THE PROCESS OF GROWING OLD: A TEST OF THE DISENGAGEMENT HYPOTHESIS. Marshall, Douglas C.; Hill, Richard C. Wisconsin University. EDRS PRICE MF $0.65, HC $3.29. Population Note No. 10. Sep. 1968. 14p. ED 045 938

A study among 284 retired men, aged 63 to 99, in three southern Wisconsin communities examined whether aging entails disengagement from social relationships. The correlation between aging and disengagement was analyzed in terms of social class (education, former occupation, present income) for residents of rural, urban, and suburban areas. Except in two cases (persons with nine to 12 years of schooling, and farmers), the hypothesized relationship was confirmed. However, it was not very strong empirically--an indication that variables other than age may be more germane to disengagement among people 65 or older. A theoretical approach to aging is needed which draws on role theory and emphasizes age related transitions in social positions, instead of chronological age as such. (Two tables and 22 footnotes are included.)

234. LEARNING AND LEISURE IN MIDDLE AND LATER LIFE. Hutchinson, Enid. Available from National Institute of Adult Education, 35 Queen Anne St., London Wim oBL England (5s). 1970. 56p.

The Pre-Retirement Association, using data gathered by the National Institute of Adult Education in its inquiry into the adequacy of provision of adult education in England and Wales, has made an attempt to gather information about the interests and activities of people as they grow older. The message of the study was that if age is to have its proper dignity and fulfillment, education must indeed be developed as a continuous process throughout life. Two samples were analyzed: the general population sample and a sample of participants in adult education. Characteristics studied for both included age, sex, employment status, leisure and membership in clubs and societies. Classes attended by students were also included in the analysis. Loss of learning ability with age was relatively greater for those with poor education; and there were incalculable advantages to the individual in being a member of various social groups. There was an association between the extent of early education and subsequent occupational and social class rating and attitudes to education in later life.

235. GEROPSYCHOLOGY. Botwinick, Jack. In Annual Review of Psychology; v21. 1970. p239-272.

Reviews and integrates the psychological literature on adult aging from 1963-1968. Topics discussed include cognition, perception, psychophysiology, personality, social behavior, and factors in survival. (392 references.)

236. DEVELOPMENTS IN AGING 1969. U.S. Congress, Washington, D.C. Special Senate Committee on Aging. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.75). 1970. 435p.

A far-reaching and deepening retirement income crisis continues to be the No. 1 problem of the nation's 20 million older citizens; this income gap will not resolve itself in the foreseeable future. Health care problems are intensifying other problems despite the vital protection given by Medicare. There are chronic problems faced by the older worker, neglected nutritional needs among elderly Americans, transportation problems, and special problems in rural areas. In 1969 major legislative and administrative actions included a 15% across-the-board increase in Social Security benefits, passage of a Tax Reform Act, authorization for housing and urban development programs through fiscal year 1971, and investigation of profiteering and laxity in the Medicare and Medicaid programs. It is recommended that major reforms be made in the Social Security system--use of general revenues should receive consideration; retirement benefits should be adjusted to reflect productivity, not rising prices. Study should be made of ways of improving Medicare and Medicaid. The national nutrition survey should be used to document food needs and problems of the elderly. An immediate all-out effort by Government and education must be made to train personnel for the field of the aging.

237. EDUCATING RETIREES. Uphaus, Ruth M. In Adult Leadership; v20 n1. May 1971. p17-19.

Reports on a survey made in Phoenix, Arizona in 1969.

See also: item numbers 33, 49, 67, 71.

4650 SEX DIFFERENCES

238. MARRIAGE AS A FACTOR IN THE DYADIC PERCEPTION OF THE FEMALE SEX ROLE. Rappaport, Alan F.; And Others. In Psychological Reports; v27 n1. Aug. 1970. p283-284.

See also: item numbers 35, 55.

4655 EDUCATION OF WOMEN

239. PERSONAL AND ENVIRONMENTAL FACTORS IN CAREER DECISIONS OF YOUNG WOMEN. FINAL REPORT. Astin, Helen S. EDRS PRICE MF $0.65, HC $3.29. Mar. 1970 95p. ED 038 731

This study explores the career development of women during the five year period after high school, examining the determinants of that development and presenting data which may provide a basis for better vocational guidance and a theory of occupational choice in women. The study employs longitudinal data from the Project TALENT data bank and 17,009 women were analyzed in total. From the predictor variables employed, career choices of women after high school could be predicted with some degree of accuracy. Post high school experiences were the best determinants of career outcomes. Educational attainment and marital-familial status best predicted whether women would choose careers in the professions or be housewives and office workers. Of the personal variables, scholastic aptitude and socioeconomic status as well as early career choices, were the best predictors. However, different clusters of characteristics were predictive of different outcomes.

240. TRAINING AND FEMALE CONCEPTIONS OF NEEDS AND SATISFACTIONS. Ridgeway, Christopher C. In Training and Development Journal; v24 n10. Oct. 1970. p40-41.

For the study, 2159 females, current employees of seven plants of the electronics-electrical industry, and 256 females who had quit jobs in three of the plants were interviewed and completed questionnaires which sought to determine their work needs and satisfactions. The main source of frustration was in regard to the amount of individual training received.

241. HOME-CAREER CONFLICT REDUCTION AND THE LEVEL OF CAREER INTEREST IN WOMEN. Farmer, Helen S.; Bohn, Martin J., Jr. In Journal of Counseling Psychology; v17 n3. May 1970. p228-231.

The study was an attempt to reduce home career conflict experimentally by providing a measure of social sanction for professionally demanding career roles, and to measure the effect of this reduction on home and career interests. Results indicate that regardless of marital status, vocational interest can be raised. Implications for counseling are presented.

242. A STUDY OF ATTITUDES OF MARRIED WOMEN TOWARD MARRIED WOMEN'S EMPLOYMENT. Pace, Lois W. Missouri University. EDRS PRICE MF $0.65, HC $6.58. Final Report. Jun. 1970. 131p. ED 042 989

This study investigated the place of personal and background factors in attitudes of married women toward married women's employment. The interview schedule, including an attitude inventory devised by the researcher, was administered to a sample of 236 women in northeastern Missouri. Significant relationships were found between attitudes and these variables: employment experience, educational level; family income, perception of husband's attitude and children's feelings, and occupational status. No relationship to age, family status, place of residence, satisfaction from housework, evaluation of family income, or satisfaction with volunteer service, was found. Groups who viewed women's employment favorably were those who had worked since marriage; had some college or vocational training; had family incomes of $10,000 or more; perceived husbands, children, and peers as approving of their employment; and were employed in higher status occupations. Several implications were derived for continuing educators and employment personnel.

243. JOB SATISFACTIONS AND WORK VALUES FOR WOMEN. Blai, Boris, Jr. Harcum Junior Coll., Bryn Mawr, Pa. EDRS PRICE MF $0.65, HC $3.29. Jul. 1970. 15p. ED 040 705

This survey investigates relationships between the work values of 1,871 women with certain demographic variables in order to provide planning and counseling information for educational and other institutions. The work values--defined by Eyde (1962)--are expressed needs for: dominance-recognition, economic success, independence, interesting activity, mastery-achievement, and social status. Demographic variables linked with work values are marital status, age, educational attainment, current employment status, career pattern, socio-economic status, and field of work. Tabulations comparing work values with the demographic variables indicate that the central reason women work is for mastery-achievement, and that this reason is closely followed by social need fulfillment. Another important work value, one closely associated with social opportunities, is the interest generated by the activity. The value of independence appears relatively moderate compared with the others. On the other hand, the two least important work values indicated were the achievement of dominance or recognition, and economic success.

244. WOMEN AND WORK (III): THE EFFECTS OF TECHNOLOGICAL CHANGE. Guilbert, Madeleine. In Impact of Science on Society; v20 n1. Jan/Mar. 1970. p85-91.

245. DUAL CAREERS: A LONGITUDINAL STUDY OF LABOR MARKET EXPERIENCE OF WOMEN. Shea, John R.; And Others. Ohio State University. NTIS (PB-193-239). May 1970. 295p.

Based on interviews conducted in 1967, this first report analyzes women's present labor force status and attitudes as well as their past work experience and plans for the future. It sets the stage for a five year longitudinal study of the labor market behavior of American women who were aged 30-44 in 1967. Using data collected periodically by a personal interview or mailed questionnaire from a representative national sample, the overall study will trace relationships over time between labor force experiences and a variety of social and other characteristics (chiefly marital and family status, personal health, race, work attitudes, upbringing or family background, education and training, geographical mobility, and family income and expenditures). Subsequent reports will cover changes in types of occupations, hourly pay, job satisfaction, commuting, child care, and other aspects of women's employment situation.

246. CHARACTERISTICS OF MID-CAREER WOMEN ENROLLED IN PROGRAMS AT THE UNIVERSITY OF PITTSBURGH THROUGH THE OFFICE OF CONTINUING EDUCATION FOR WOMEN FROM 1964 to 1968. Wilkins, John Grover. Pittsburgh University. University Microfilms (Order No. 70-15,790). Ph.D. Thesis. 1968. 160p.

This study identified needs, interests, and potential of the mature women enrolled in an experimental program in continuing education for women at Pittsburgh University. One-third of the women had no previous college work while three-fifths had an incomplete undergraduate record. Five percent had completed some previous graduate study and 3% had earned graduate degrees. Seventy-four percent of the 538 women admitted to the program remained active until the end of the fourth year. The fourth quarter included students who completed degree or certification programs as well as the dropouts. The mid-career women expected participation to compensate for their lack of: geographical mobility, recent professional experience, and/or intensive specialization. There was a slight difference between attendance and achievement groups on the domestic variables. The data indicated that the students had successfully controlled their domestic circumstances and/or had carefully controlled their academic programing. Vocational variables such as classification of job and number of years since employed outside the home, could be used to discriminate between the average and below average performance of women in a continuing education program. The appendixes include the questionnaire, index to the questionnaire variables, and other materials for program evaluation.

247. THE WORKING WIFE: DIFFERENCES IN PERCEPTION AMONG NEGRO AND WHITE MALES. Axelson, Leland J. In Journal of Marriage and the Family; v32 n3. Aug. 1970. p457.

Data suggest marked differences between Negro and white males in preparation of the working wife, her relationship to her husband, and her relationship to her husband's career. Use of socioeconomic status and age as test variables does not materially change the differences found. Presented at the National Council on Family Relations, New Orleans, 1968.

248. AN ANALYSIS OF PERSONALITY PATTERNS OF WOMEN IN SELECTED PROFESSIONS. FINAL REPORT. Martin, Dorothy R.; Saunders, David R. Colorado University, Boulder. EDRS PRICE MF $0.65, HC $3.29. Mar. 31, 1970. 80p. ED 038 714

The need for adequate knowledge of the personality patterns associated with professional competence, especially that of women professionals, spurred the authors to study this relationship, using 221 professional women as subjects. The subjects, professionals from nine different occupations, were administered the Wechsler Adult Intelligence Scale (WAIS) from which the patterning of subtest scores provides the basis for the Gittinger Personality Assessment System (PAS). Primary emphasis was placed on the development of stable reference groups based on the complex interaction of PAS variables. A "good" reference group is defined as a set of individuals subject to similar psychodynamic mechanisms which encompasses a large number of persons within its defined limits. But it must be narrow enough to allow prediction of behavior on a within-group basis. Of the sampled professions, only realtors and social workers failed to contribute any members to the three established reference groups. Meaningful reference groups within these two professions were found, however. It is suggested that the pattern derived from the largest reference group, the Professional Generalists, could prove advantageous in university career counseling for women.

See also: item numbers 30, 72, 95, 208, 248, 271, 283, 304, 316, 365, 447, 489, 512.

4700 APTITUDE GROUPS

249. APTITUDE LEVEL AND THE ACQUISITION OF SKILLS AND KNOWLEDGES IN A VARIETY OF MILITARY TRAINING TASKS. Fox, Wayne L.; And Others. George Washington University, Washington, D.C., HumRRO. EDRS PRICE MF $0.65, HC $3.29. May 1969. 61p. ED 041 228

To assess the effects of wide aptitude differences on the acquisition of military knowledges and skills, a sample of 183 Army recruits was divided into three maximally distant aptitude groups on the basis of Armed Forces Qualifying Test (AFQT) scores: high aptitude (AFQT 90-99); middle correlation between rejection and the number of Negroes examined, the number of households with income below $5000 and per-pupil expenditure in the schools. It is recommended that Delaware revise its public school curriculum so as to emphasize special help to disadvantaged groups and the racial minorities.

251. A COMPARATIVE EVALUATION OF THE GROUP IV PERSONNEL ASSIGNED TO THE U.S.S. CATSKILL. Van Matre, Nicholas H.; And Others. Naval Personnel Research Activity, San Diego, Calif. NTIS (AD-711-297). Aug. 1968. 26p.

An evaluation was made of the capabilities and utilization of Group 4 personnel aboard an operational navy vessel (U.S.S. Catskill MCS-1). Assessments were made of a Group 4 sample and a comparison non Group 4 sample in terms of aptitudes and experience, training achievement, and preliminary shipboard performance. The results indicate that the Group 4 sample had significantly less formal education, lower chronological age, and less enlisted service, than the non Group 4 personnel. The Group 4 sample averaged significantly lower aptitude test scores than the other sample. In addition, more discipline problems and lower supervisory ratings were recorded for the Group 4 sample than the non Group 4 sample. (Three references and eight tables are included. See also the follow-up study, AC 008 698.)

252. HUMBRO RESEARCH ON PROJECT 100,000. McFann, Howard H. Human Resources Research Organization, Alexandria, Va. NTIS (AD-703-516). Dec. 1969. 16p.

This paper incorporates findings and plans by Human Resources Research Organization research units, on training and performance of men varying in aptitude and ability level. The research objectives of the study were to obtain information on what, if any, impact men enlisted under the program would have on training and operations, and to understand the relationship between measured aptitude and performance both in training and on the job. Summary data showed the general relationship between Armed Forces Qualification Test scores and performance to include laboratory tasks and operational training. One of the conclusions is that efficient and effective training must take into account individual differences. Plans were presented for providing necessary information on factors involved and techniques to account for them. Instructional methods were selected to maximize the opportunity for the low aptitude recruit to learn.

253. EFFECTIVENESS OF EXPERIMENTAL TRAINING MATERIALS FOR LOW ABILITY AIRMEN. Sellman, Wayne S. Air Force Human Resources Lab., Brooks AFB, Tex. NTIS (AD-717-712). Jun. 1970. 29p.

This study investigated whether modifying a career development course (CDC) format by means of simpler written materials, more illustrations, and the addition of an audio tape recording could improve the CDC as a training device for basic job information, especially with airmen having minimum verbal skills. High, middle, and low aptitude personnel studied three versions of the CDC for the 57130 (Fire Protection) career ladder. Versions included a conventional CDC, a less verbal CDC with more pictorial materials, and a less verbal CDC with more pictorial materials accompanied by a tape recording of information complementary to that contained in the written CDC text. Data were collected on learning performance, reading speeds, and attitudes toward the CDCs. The analyses revealed that the modified CDC with the audio supplement produced significantly increased learning scores. High and middle aptitude groups consistently outperformed the low aptitude groups across all CDCs. (The report includes sample CDC pages, measurement instruments, and results of analysis of variance, followed by 20 references and 16 tables and figures.)

254. A COMPARATIVE EVALUATION OF GROUP IV PERSONNEL ASSIGNED TO THE U.S.S. CATSKILL: FOLLOWUP PERFORMANCE EVALUATION. Van Matre, Nicholas H.; Harrigan, Robert J. Naval Personnel and Training Research Lab., San Diego, Calif. NTIS (AD-711-298). Jul. 1970. 28p.

A followup performance evaluation was conducted on a sample of Group 4 (low ability) personnel who had served 14 months aboard the mine contermeasures support ship U.S.S. Catskill (MCS-1). Shipboard assessments were made of the Group 4 sample and the non Group 4 comparison sample in terms of performance test proficiency, supervisors' ratings, and other variables including rate of advancement and disciplinary aptitude (AFQT 45-55); low aptitude (AFQT 10-21). Recruits were individually trained to a performance criterion in differing combinations of eight tasks (simple and choice monitoring, M-14 rifle assembly and disassembly, missile preparation, military symbols, the international phonetic alphabet, combat plotting) representative of Army training. Various supplementary psychometric, scholastic achievement, and basic combat training attainment data were analyzed. Results were consistent in demonstrating large differences related to aptitude. As groups, high aptitude individuals excelled, low aptitude individuals did poorly, and middle aptitude groups fell in an intermediate range on all measures. (The document includes seven references and 29 tables and figures.)

See also: item numbers 45, 110, 125, 249.

4710 LOW APTITUDE

250. SELECTED FACTORS RELATED TO SELECTIVE SERVICE REJECTION AND REJECTION RATE IN DELAWARE (1967): A STUDY OF THE CHARACTERISTICS OF YOUNG MEN FAILING TO MEET MENTAL QUALIFICATIONS FOR MILITARY SERVICE. Price, Jay R. Delaware State Dept. of Public Instruction, Dover. EDRS PRICE MF $0.65, HC $3.29. Jun. 1970. 54p. ED 042 107

This study sought information about selective service rejection in Delaware, specifically rejected characteristics, reasons for rejection, and the high rejection rate in Delaware. The basic design was a modified case study method in which a sample of individual records were examined. Differences between this sample and national samples were tested by Chi Square. The Fisher Exact Method was used to test relationships between rejectee characteristics. Four fifths of the rejectees were IV-F. The Fisher test revealed that: (1) the relationship between the rejectee's educational level and that of his parents approached significance; (2) there is a strong relationship between high school program and dropping out; (3) no significant relationships were found between educational level and social behavior, educational level and race, and educational program and social behavior. Socioeconomic factors were highly related to rejection as suggested by the high records. Results from the actual performance tests indicated no significant differences between samples in test task proficiency. The Group 4 men did score lower on a written general Navy knowledge test and were rated lower than the other personnel on two different rating scales. The Group 4 men experienced more disciplinary actions, completed fewer training courses, and advanced in pay grade at a slower rate than the other group. (Included are six tables and figures, one reference, the test scoring form, and the questionnaire.

See also: item numbers 31, 32, 171, 253, 300, 558.

4750 DISADVANTAGED GROUPS--MINORITY

255. A STUDY OF SELECTED FACTORS ASSOCIATED WITH PARTICIPATION ORIENTATION TOWARD EDUCATION AND JOB TRAINING AMONG ADULTS RESIDING IN LOW SOCIOECONOMIC COMMUNITIES OF NORTH CAROLINA. Lewis, Robert Bruce. North Carolina University. University Microfilms (Order No. 70-9250). Ed.D. Thesis. 1969. 151p.

Focusing on 6,710 adults in 31 low socioeconomic North Carolina communities, this study examined levels of educational and job training participation in relation to selected personal and situational characteristics. Personal interviews elicited data on age, sex, race, marital status, employment status, family income, educational level, place of upbringing, current residence, qualities desired in one's job, and willingness to move to get a good job, as well as past and current participation and interest in future participation. These were some major findings: (1) about 1/5 of the adults had had some form of adult education or job training, and about 2/3 expressed an interest in future participation; (2) participation orientation was negatively related to family income and age, slightly higher for women than for men, slightly higher among nonwhites than whites, and higher for those with nine through eleven years of education than for higher or lower levels; (3) urban dwellers and urban reared adults tended to be more likely to participate than their rural counterparts.

256. PROPENSITY FOR CHANGE AMONG THE RURAL POOR IN THE MISSISSIPPI DELTA: A STUDY OF THE ROOTS OF SOCIAL MOBILITY. Bryan, C. Hobson; Bertrand, Alvin L. U.S. Dept. of Agriculture, Washington, D.C. Economic Research Service. EDRS PRICE MF $0.65, HC available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Jun. 1970. 26p. ED 041 670

Characteristics of heads of 1,249 poor families in rural areas of the Mississippi Delta region who had high potential for breaking out of poverty were determined in this study. Potential for moving out of poverty was measured by degree of expressed willingness of a household head to take action for positive change in his circumstances. Such persons tended to be found in the younger age groups, married, with smaller households, Negro, and with a comparatively higher level of education. An assumption that low rates of social participation and high rates of fatalism were related to propensity for change was not supported. Nonparticipation of the rural poor in programs available to them was found to be frequent. Another major problem was in the formation of training and job opportunities appropriate to the requirements and dispositions of the people in the Delta.

257. DEVELOPMENT OF HUMAN RESOURCES THROUGH A VOCATIONALLY ORIENTED EDUCATIONAL PROGRAM FOR DISADVANTAGED FAMILIES IN DEPRESSED RURAL AREAS. FINAL REPORT. Phipps, Lloyd J.; And Others. Illinois University. EDRS PRICE MF $0.65, HC $23.03. Jun. 1970. 665p. ED 041 666

The study was designed to develop and evaluate a vocationally oriented, family-centered educational program for use by local educators in helping severely disadvantaged rural families overcome the social, economic, and psychological pressures which inhibit their advancement in American society. The chapters are entitled (1) Overview of Project REDY (Rural Education: Disadvantaged Youth), (2) Characteristics of Families Residing in Depressed Rural Areas, (3) Characteristics of Severely Disadvantaged Families, (4) Socioeconomic Aspects of Family Life in a Depressed Rural Area, (5) Educational Program Development for the Rural Disadvantaged, (6) An Educational Program for the Rural Disadvantaged, (7) Evaluation of an Educational Program for the Rural Disadvantaged, (8) Subjective Findings of Project REDY Staff Members, and (9) Summary of Findings, Conclusions and Recommendations. The educational program, developed on the basis of needs of these rural families, was evaluated using a pretest-posttest control group design in which the educational program served as the treatment. Results of the study indicated that families in the educational program exhibited significant improvements in terms of parental desires for their children, occupations and organizations of parents, situation and goals of the children and family, the home and its surroundings, and morale and general adjustment of family members.

258. RETRAINING THE UNDEREDUCATED ADULT: THE DEVELOPMENT AND IMPLEMENTATION OF A RETRAINING PROGRAM FOR UNDEREDUCATED AND UNEMPLOYED ADULTS BY A COMMUNITY COLLEGE. Rhodes, Harvey B. California University, Berkeley. University Microfilms (Order No. 69-10,232). Ed.D. Thesis. 1968. 640p.

A detailed description of a vocational retraining project for unemployed and undereducated adults developed in California by Modesto Junior College between 1964 and 1966 was made. Over 1,000 unemployed and undereducated adults were referred to the New Hope Project under the provisions of the Manpower Development and Training Act. The primary goals were to assist the undereducated and unemployed adult to: qualify for vocational training through a program of basic education; develop those capacities which will enable him to secure employment in an entry level occupation; and develop those competencies which would allow him to maintain continued employment. The most serious problem was attitude modification toward the world of work. In the vocational training areas, great effort was made to simulate the actual and real conditions of the work world as closely as possible. The key to the integration of the total project depended on the demand from vocational areas. Through a review of project research data, particular attention was given to the results with welfare recipients, dropout rates of trainees, the rate of employment after training, and the degree to which trainees have maintained their jobs.

259. THE CANADA NEWSTART PROGRAM. Sloan, E.P. EDRS PRICE MF $0.65, HC $3.29. A paper prepared for presentation at the Eighth Annual Canadian Conference on Education Research, Ottawa, March 1970. Mar. 1970. 21p. ED 041 222

This speech described the development and current status of the Canada NewStart Program, in which specially created corporations have been conducting action research on disadvantaged groups (largely Indians and Metis) in remote areas of Alberta, Saskatchewan, and Manitoba, and for undereducated persons in economically depressed areas of Prince Edward Island, Nova Scotia, and New Brunswick. This research effort in adult education and the behavioral and social sciences was defined as "active, deliberate intervention to study or facilitate behavior change." Critical evaluations of the organizational model, research problems, and the formation and maintenance of competent interdisciplinary terms, were set forth. (Three references are included.)

260. DETERMINANTS OF TURNOVER IN NAB-JOBS PROGRAMS TO EMPLOY THE DISADVANTAGED. Shlensky, Bertram Charles. Massachusetts Institute of Tech. NTIS (PB-195-876). Ph.D. Thesis. Sep. 1970. 237p.

The study examined the individual, job related, and training variables that affected turnover in six NAB-JOBS Federally funded training programs for the disadvantaged. Three different sources of data were used. First, demographic and wage information was obtained on all trainees in five companies in order to run a regression analysis. Second, case studies of the companies were developed through interviews with company officials, program staff, and supervisors in each company. Third, interviews with a sample of retentions and separations from five companies were held to measure attitudinal and motivational differences between the two groups. Wage and individual variables were found to be most highly related to turnover. Males, youth, and blacks had significantly higher turnover. Wages were also shown to be highly related to turnover. There was little evidence indicating that any other single job or training variable had a significant effect on turnover. (Seventeen tables and figures and a bibliography are included.)

See also: item numbers 59, 98, 112, 120, 167, 250, 314, 316, 331, 332, 333, 336, 337, 338, 340, 346, 384, 402, 513, 514, 524.

4760 POOR

261. RACIAL ATTITUDES IN FIFTEEN AMERICAN CITIES. Campbell, Angus; Schuman, Howard. Michigan University. Available from Dept. E., Publications Div., Room 1060, Institute for Social Research, 426 Thompson St., Ann Arbor, Michigan 48106 ($1.00). Jul. 1969. 69p.

Concerned exclusively with what might be termed as "the human meaning of the current confrontation of the races in American cities," this preliminary report supplements and extends the findings of the National Advisory Commission on Civil Disorders by dealing specifically with the attitudes, perceptions, experiences, and expectations of blacks and whites living in 15 major northern cities, and of whites in two suburbs of those cities. Probability sampling yielded 300 to 400 black and white subjects, aged 16-69 years, from each city and 363 white subjects from the two suburbs. Nearly 500 interviewers (black for black subjects and white for white subjects) administered pretested 100+ item questionnaires, about half of the items being common for both races. Reported results are based on combined responses of black urban, white urban, and white suburban subjects. (Analysis of differences between cities will appear in the final report--see below). Areas studied were: (1) black views of racial issues; (2) white beliefs about blacks; (3) a comparison of black and white attitudes and experiences in the city; (4) the uses of violence. A summary of the report precedes the detailed tables and analyses of responses. An extension of the findings in this preliminary report will be published in 1970 by Columbia University Press.

4800 NEGRO

262. QUALIFYING THE NEGRO FOR PROFESSIONAL EMPLOYMENT. Crane, Donald Paul. Georgia State University. NTIS (PB-192-150). Ph.D. Thesis. 1970. 143p.

Although the use of Negro professional talent in American industry has come to the forefront in recent years, industry in general and Atlanta companies in particular have experienced problems in recruiting, training and retaining black salaried employees. An analysis of the direction toward integration of management teams in Atlanta firms revealed significant differences existing between the career development of black and white salaried employees. They included: (1) more whites are exposed to outside training; (2) Negroes have a poorer opinion of company attitude toward blacks in salaried positions and of advancement opportunity in general; (3) Negroes have fewer salaried promotions; (4) and Negroes are more likely to leave the company. The study concluded that the development of Negroes for professional employment calls for special efforts on the part of companies in the areas of recruiting, training, promotion, and compensation with the emphasis that training of Negroes should be tailored to individual needs and that these employees should be exposed to a variety of formal managerial courses.

263. BACKGROUND AND TRAINING NEEDS OF PERSISTENTLY UNEMPLOYED NEGROES. Beacham, Herbert C. In Journal of Industrial Teacher Education; v8 n2. Winter 1971. pp5-11.

The major purpose of the study was to describe the home, educational and occupational backgrounds, economic status, frequency and duration of unemployment of persistently unemployed Negroes in Tampa, Florida, and their expressed opinions about training, retraining, and relocation of their residences to obtain employment after training.

264. AN ECONOMIC ANALYSIS OF BLACK MIGRATION. Askin, A. Bradley. Massachusetts Inst. of Tech. NTIS (PB-193-791). Ph.D. Thesis. Aug. 24, 1970. 285p.

The thesis examines the patterns of black migration, the factors responsible for them, and the consequences they have. Black migration is both considered by itself and relative to migration in general within an econometric approach. A single equation model explaining single place migration rates is developed in order to study the aggregate patterns of black mobility and is applied with 1960 census data for state economic areas. A multi-equation model treating migration as an exogenous variable is developed in order to explore the microeconomic effects of black mobility. The model is applied with data obtained from the 1/1000 sample of the 1960 census for three separate definitions of migration.

265. MIGRATION AND HOUSEHOLD COMPOSITION: A COMPARISON BETWEEN BLACKS AND NONBLACKS. Blum, Zahava D.; And Others. Johns Hopkins University, Baltimore, Md. EDRS PRICE MF $0.65, HC $3.29. Aug. 1970. 95p. ED 042 216

This paper includes both a description and analysis of two factors associated with migration: occupational achievement and household composition. Principal comparisons throughout are between the black and nonblack samples, and within each sample, between migrants and nonmigrants. The extent to which geographical mobility takes place is documented and indications are that nonblacks tend to move further and more frequently than blacks, with the blacks showing a northward trend throughout history. Those with greater personal resources and skills, specifically education, are also more likely to migrate, except where individuals would be forced to enter low status and low income occupations by remaining. In this latter case, individuals with little education tend to move. In regard to actual benefits which accrue as a result of migration, data suggest that those whose status was high in a given locale are likely to make lower gains by moving than those whose status was low. information obtained on household compositions indicates that, overall, kin relationships beyond the immediate family group play a more important part in the black household than in that of the nonblack. Changes in migrant households are more pronounced than changes in nonmigrant households. Several extensive data appendices are included.

See also: item numbers 42, 63, 69, 92, 247, 261, 431, 512, 515, 529.

4825 SPANISH SPEAKING

266. RELATIONSHIP OF NON-ECONOMIC VARIABLES TO PATTERNS OF SAVING OF FARM FAMILIES IN A PUERTO RICAN COUNTY. Segarra-Ortiz, Hilda. Cornell University. University Microfilms. Ph.D. Thesis. 1969. 158p.

This study examined the relationship between income and saving patterns in rural Puerto Rico. It was hypothesized that social and psychological variables are related to saving habits of families. The level of living as measured by a scale based on possessions was found to be significantly (.33) associated with the saving patterns of the family. Other related variables were: age of male and land ownership. Family size, ranking of goals (money, education, social life, politics, and religion), and the holding of a second job by the male head of the family were negatively related. A tendency to manifest satisfaction with the income was shown but it was not associated with saving. LThose who saved had some case for saving purposes or had made some additions to their houses or farm buildings. Since most of the theoretical background of saving research is supported by empirical research in developed areas more knowledge about developing nations is needed.

See also: item number 285.

4850 AMERICAN INDIANS

See: item numbers 1, 272, 306.

4860 ESKIMOS

See: item number 1.

4870 MIGRANT WORKERS

267. A SYNTHESIS OF CURRENT RESEARCH IN MIGRANT EDUCATION. Schnur, James O. University ParK. ERIC Clearinghouse on Rural Education and Small Schools. EDRS PRICE MF $0.65, HC $3.29. Also available from Manager, Duplicating Service, New Mexico State University, P.O. Box 3C-B, Las Cruces, New Mexico 88001 ($1.25). May 1970. 44p. ED 039 049

Purposes of this document are to present a broad view of migrant education which would inform educators of the current practices and procedures being employed and to provide impetur for more and better migrant education programs. The scope of this research synthesis encompases the age range of the migrant (and his education) from cradle to adulthood. An overview of the migrant describes his economic status, family-unit philosophy, habits and living conditions, educational level, and social status. It is noted that education could help the migrant to broaden his capacities and master new skills. Existent migrant programs which provide elementary, secondary, and adult education are discussed and emphasis tends to be on individualized instruction. English as a second language, and oral language development. The author devotes sections of his monograph to administrative developments such as interstate cooperation and record transfers, educational testing programs, health education, parental involvement in education, teacher training, and teacher aides in migrant education. Unmen needs in the education of migrants, recommendations, emerging from research in terms of general education and curricula for migrants, and specific areas for needed research are presented in concluding pages of the document.

See also: item number 311.

5000 MENTALLY DISABLED

268. THE IDENTIFICATION OF ELEMENTS WHICH CONTRIBUTE TO OCCUPATIONAL SUCCESS AND FAILURE OF ADULTS CLASSIFIED AS EDUCABLE MENTALLY RETARDED. Kanter, Harold M. Arizona State University. University Microfilms (Order No. 70-4865). Ph.D. Thesis. 1969. 146p.

The purpose of this study was: to gather data concerning certain specific factors of occupational success and failure with respect to adults who graduated from the Special Education Programs of the Phoenix Union High School System, Phoenix, Arizona; to ascertain the degree of significance when the Verbal and Performance Scale I.Q. scores were substituted for Full Scale scores in determining the relationship between I.Q. and occupational failure; to analyze the data for implications involving curricula in the High School Special Education Programs in Phoenix; and to explore the needs of the educable mentally retarded (EMR) adult worker to assess the potential value of post high school education. Supervisors of 82 1967-68 graduates were visited. These rated the EMR employees on an instrument consisting of 32 personality and social adjustment factors. Verbal, performance, and Full Scale I.Q. scores were obtained from school records. Of the 82 subjects, 30 were still working at their first jobs; 38 had quit; and 14 had been fired. Analysis of data indicated that there was no significant correlation between the I.Q. and the performance scores and occupational success or failure.

5060 CORRECTIONAL ED. - INMATE

269. A STUDY OF SELF-ESTEEM AND RELATED BACKGROUND FACTORS OF NEW REFORMATORY INMATES. Johnson, Robert Edwin. Michigan State University. University Microfilms (Order No. 69-5886). Ph.D. Thesis. 1968. 160p.

The purposes of this study were to examine whether the self-esteem of inmates is low when compared with the self-esteem of a civilian population and to examine twelve inmate background factors that might influence inmate self-esteem at the time of incarceration. The population consisted of 153 Negro and 182 white 17-22 year old "first-timers" entering the Michigan Reformatory between September 1, 1965 and June 1, 1966. Inmate background factors studied were race, age at admission, work experience, school grade level attained, mothers' or fathers' attitudes toward inmates, family cohesiveness, marital status of parents, inmate's age at first recorded delinquency, time already served, and length of current sentence. The two major findings were: (1) the distribution of the self-esteem scores among the white inmates did not differ significantly from the distribution of similar scores of a representative civilian population of white twelfth graders, and (2) such slight correlation between inmate self-esteem and the inmate background factors were found that none of the background factors appeared to have more than the slightest influence on inmate self-esteem scores.

270. OCCP PROPOSAL NO. 24A TO EVALUATE A COLLEGE LEVEL PROGRAM OFFERED BY AUBURN COMMUNITY COLLEGE TO MAXIMUM SECURITY INMATES AT AUBURN STATE PRISON UTILIZING INNOVATIVE TEACHING TECHNIQUES. Gallo, Robert R. Auburn Community Coll., N.Y. EDRS PRICE MF $0.65, HC $3.29. Apr. 1970. 30p. ED 041 575

This report suggests a research design for a 5-year investigation of the feasibility and of the effects of three differentiated educational programs on the rate of recidivism for prison inmates. Eligibility for the program will be based on possession of a high school diploma or equivalency certificate, desire to participate in the program, and classification as a "low risk" prisoner. Three methods of instruction will be used concurrently during the program. One allows a small number of inmates to receive their instruction on the campus of Auburn Community College (New York). In addition to the three groups receiving instruction, there will also be control groups to provide comparative data. Assignment to treatment and control groups will be based on procedures designed to eliminate bias. Data to be collected include: (1) relative program costs; (2) recidivism rates between participants and eligible non-participants, and those associated with various treatment methods; and (3) relative influence of student characteristics and the educational program on recidivism rates. A large data base will be assured by randomly assigning new arrivals at the prison, who meet program entry requirements, to either the treatment or the control groups every four months.

271. A RESEARCH PROJECT IN TEACHING IN A WOMEN'S PRISON. Mogal, Doris P. In Community Mental Health Journal; v5 n3. 1969. p247-255.

Examined new goals and techniques for teaching commercial subject to 131 women inmates. With long histories of recidivism, they were out of touch with themselves and reality; their behavior was evasive and manipulative both in and out of prison. It suggested that a confrontation with the inflexible reality produced by a typewriter can be used by a well-trained teacher to impart new insights, encourage firmer reality orientation and strengthen self-concepts. The redirection must be from emphasis on the acquisition of technical to the understanding of behavior and the therapeutic value of autonomous achievement.

272. RURAL AND CITY INDIANS IN MINNESOTA PRISONS. Woods, Richard G.; Harkins, Arthur M. Minnesota University. EDRS PRICE MF $0.65, HC $3.29. Jan. 1970. 49p. ED 039 582

Whatever the reason, trouble with the law is a matter of considerable importance to contemporary Indian Americans. This study, a component of Havighurst's National Study of American Indian Education, seeks to gain a better understanding of Indian offenders in Minnesota. Data concerning new court commitments from July 1, 1967 through June 30, 1968, are presented and analyzed. The characteristics of Indian new court commitments are described according to age, sex, offenses, residence by county and state, family situation, level of intelligence, employment status, and prior psychiatric treatment. A brief evaluation of and suggestions for improving American institutions, specifically correctional institutions, are compiled into a dozen responses pertinent to Minnesota Indians and based on the collected data. The report concludes with a telescopic exposition of one such response, i.e., Project Newgate, which is an experimental test of the proposition that higher education can be an effective instrument of rehabilitation in correctional institutions. A proposal for Indian Project Newgate as a supplement to the original Newgate in Minnesota is outlined.

273. A STUDY OF ARKANSAS PRISON INMATES CONCERNING OCCUPATIONAL TRAINING. Nichols, Jack D. Arkansas State Dept. of Education. EDRS PRICE MF $0.65, HC $3.29. Summary report of a dissertation. 1970. 32p. ED 041 112

Meaningful participation in a technological society requires increasingly complex skills. A previous study (1966) revealed no job openings for 79 occupational programs offered by state and federal prisons, indicating that correctional institutions face a particular challenge in providing relevant occupational education for the rehabilitation of inmates returning to the world of work. In this study of the desire for occupational training and the occupational preferences of 100 male inmates, data were collected by use of a personal data card, a questionnaire, and the Kuder Preference Record, Form C. The mean educational level for the inmates was 9.3 years. At the time of their present offense, 41 percent did not have full-time employment. It was found that (1) Inmates' occupational prestige values correlate at .899 (rho) with other individuals, (2) Employment stability and security are valued more than change for advancement, high pay, local employment, or favorable working conditions, (3) 89 percent of incoming inmates desire occupational training, and (4) 92 percent were willing to take remedial courses. Appropriate occupational education offerings for prison inmates appear to be courses in driving, welding, mechanic and repairman, radio and television, and construction occupations.

See also: item number 173.

5200 PROGRAM AREAS: CURRICULUM

5230 ADULT BASIC EDUCATION--GENERAL

274. ANALYSIS AND INTERPRETATION OF ABE EXPERIENCE IN THE INNER CITY: TOWARD A THEORY OF PRACTICE IN THE PUBLIC SCHOOLS. ANNUAL REPORT MAY 1969-JUNE 1970. Center for Adult Education, Columbia University, New York, N.Y. OEG 0-9-422163-441(324). 1970. 202p.

This is the first annual report of a research project designed to illuminate the critical operational issues and provide a sound basis for planned development of professionals and programs in public school adult basic education in the inner cities. It gives a comprehensive, in-depth comparative study of selected adult basic education programs in six metropolitan areas. The findings are presented in several sections; (1) a composite analytical description of the structure and functional dynamics of the six programs studied; (2) an analysis of the functions of attendance maintenance, rules and conventions, instruction, and ideology of minimizing failure and teacher control; (3) a description of student and teacher characteristics, their motivations, and role perceptions; (4) the role and problems of the counselor and his relationships with teachers and students; (5) and selected implications for changes in policy, administration, program and staff development.

275. A SERIES OF ADULT READING IMPROVEMENT LESSONS FOR INSTRUCTIONAL TELEVISION. Panes, Paul Benjamin. New York University. University Microfilms (Order No. 70-7346). Ed.D. Thesis. 1967. 427p.

Aimed at adults reading on a junior high school level, this study developed a series of reading improvement lessons for use with instructional television. Special problems included identifying the desired skills, determining specific instructional methods, and choosing modes of presentation suitable for television. Pertinent data were gathered from research studies and other literature. A model lesson was written, videotaped, and viewed by a panel of experts. Their suggestion were submitted to the investigator, who incorporated them in the lesson plans. Seventeen lessons were prepared on study skills, comprehension and interpretation, reading rate, and vocabulary; each lesson was then presented in identical format. Two presentations--a script outline and a television guide booklet--were made for each lesson. Designed for television directors, the script indicates the time devoted to each activity as well as audio and video presentations. The booklets include lesson numbers, topics, lesson plans and objectives, summaries of telecast content, important principles, and suggested followup activities, followed by references and visual aids.

276. EVALUATION OF ADULT BASIC EDUCATION WORKSHOP IN WEST TENNESSEE, DECEMBER 14, 1968. Dutton, Donnie; Glover, Billy. Memphis State University. EDRS PRICE MF $0.65, HC $3.29. Jan. 1969. 60p. ED 044 649

Evaluation was made of an inservice training session at Jackson State Community College, Tennessee, for adult basic education teachers and supervisors in West Tennessee. Data were obtained from the 102 participants through the use of a questionnaire and the Kropp-Verner Attitude Scale. The null hypothesis was developed that there was no association between the value of the inservice training and the sex, age, length of experience in adult education, formal educational level, and position held in adult education of the participants. Data were analyzed by using the chi-square test of association; the .05 level was accepted as the level of confidence necessary. The null hypotheses was not rejected; in general, those participants who rated the training the highest were: males, less than 35 years of age, employed in adult education for more than two years, recipients of a master's degree, and employed as supervisors. There were no significant differences found in any of the variables examined; thus, the training appeared to be well received by the participants. (Extensive appendixes include the program, the evaluation instruments, statements from the participants, and a listing of faculty and participants.)

277. EVALUATION OF TENNESSEE ADULT BASIC EDUCATION SUPERVISORS' CONFERENCE. Dutton, Donnie; Glover Billy J. Memphis State University. EDRS PRICE MF $0.65, HC $6.58. Oct. 1970. 123p. ED 044 644

An evaluation was made of the Tennessee Adult Basic Education Supervisors' Conference, held at Memphis State University, Memphis, Tennessee in August, 1970. Data were gathered from the 52 local supervisors in attendance by use of a questionnaire designed to obtain demographic data and participant reactions. The Kropp-Verner Attitude Scale was used for measuring the overall effectiveness of the conference. Inferential statistics and hypotheses were deleted from the study; only arithmetic means and frequency tables employing percentages were used. The profile of a Tennessee adult basic education supervisor is that of a male, 35 or older, having a Master's degree, with two or more years teaching experience in adult basic education and two or more years as supervisor, and with more than 10 years of experience in public school work at the secondary level. Responses to the evaluative items in the questionnaire showed that the conference was considered to be very successful; the Kropp-Verner Scale supported this. It is recommended that these conferences be continued at least annually. The same methodology should be employed (joint planning by local supervisors, State Department staff, and university personnel) to ensure that the total needs of the State are met.

278. CREATING EFFECTIVE LEARNING EXPERIENCES IN THE ADULT CLASSROOM. Dutton, Donnie; Moss, Gary. Memphis State University. EDRS PRICE MF $0.65, HC $6.58. Jan. 1970. 101p. ED 044 641

The purpose of this study was to evaluate training given to West Tennessee adult basic education teachers concerning the creation of effective learning experiences. Two workshops were held, one at Memphis State University for Shelby county personnel and one at Jackson State Community

College for the rest of West Tennessee. Data were gathered from the 183 persons attending by a questionnaire and the Kropp-Verner Attitude Scale. It had been planned to examine statistical association between variables using the chi-square test but, due to the number of low cell frequencies, the validity of the test was subject to question. This technique was deleted from the study and hypotheses were also eliminated. In general, participants rated the workshop high or very high; it answered their questions, presented useful information and techniques, and was well conducted by the instructor. There was little difference between sex of participants and their ratings of the workshop; older participants (35+) rated it higher than the younger; Negroes, higher than whites. As years of teaching experience, either in public school or adult basic education, increased, ratings of the program increased. (Appendixes include a sample program, evaluation instruments, and comments of participants.)

279. FACTORS AFFECTING THE PROCESS OF EDUCATIONAL CHANGE; RESOURCE DOCUMENT AND WORKSHOP REPORT. Dutton, Donnie. Memphis State University. EDRS PRICE MF $0.65, HC $3.29. Mar. 1970. 86p. ED 044 642

A five-day adult basic education workshop was held at Somerville, Tennessee, in February of 1970 for 21 teaching and administrative personnel of the Fayette county Manpower and Economic Development Administration. This report of the workshop contains only: edited presentations of the instructional materials; group reports prepared by participants; and the results of the evaluation of the workshop. Instructional materials covered program planning, adult psychology, a teacher's self appraisal, suggested lesson plan, use of printed materials, recruitment and retention of students, and curriculum development. Groups reported on implications of physiological and psychological characteristics of undereducated adults. A questionnaire was used to gather demographic data and participant reactions, followed by a faculty evaluation form and the Kropp-Verner Evaluation Scale. A pre-test-post-test was given to determine the amount of cognitive change. Participants were likely to be female, under 40 years of age, Negro, having more than two years of experience in adult education but not possessing a college degree. They reacted favorably to the workshop and the quality of instruction. The average person gained a total of 25 points relative to cognitive knowledge.

280. TRAINING NEEDS OF INSTRUCTORS IN ADULT BASIC EDUCATION PROGRAMS IN BRITISH COLUMBIA. Davison, Catherine V. British Columbia University, Vancouver. EDRS PRICE MF $0.65, HC $3.29. 1970. 89p. ED 045 955

The purpose of this study was to describe the qualifications of the 46 instructors in adult basic education in British Columbia, to assess their awareness of the adult basic education process, and to inventory their perceived need for training. Data were gathered on socio-economic characteristics of the instructors, job satisfaction, and the importance attached by instructors to certain aspects of the instructional task. The instructors were found to be largely former teachers and to consider this job as a part-time or stop-gap occupation. They are almost evenly distributed by sex, are in the middle age range, and not overly active in community affairs. Responses to an attitude scale suggest that many instructors transfer their previous notions and experience with teaching children and are not aware that adults differ from children in many ways. Although 38 felt they needed further training, only a few were prepared to spend more than a minimum amount of time participating in programs. A sequential series of one-day institutes could be planned with each devoted to a single content area. (The interview schedule and a bibliography are included.)

281. INSTRUCTIONAL EFFECTIVENESS OF FIFTEEN VIDEO, ORAL ENGLISH PROGRAMS WITH NON-ENGLISH SPEAKING MEXICAN AMERICAN, PUERTO RICAN, AND CUBAN ADULTS. 1969-70 FIELD STUDY REPORT. Valencia, Atilano A. Southwestern Cooperative Educational Lab., Albuquerque, N. Mex. EDRS PRICE MF $0.65, HC $3.29. Jul. 1970. 58p. ED 043 000

The first field testing of the Adult Basic Education Oral Language video tapes, conducted during 1968-69, included five television video lessons and used three testing conditions: classroom condition with video exposure, a classroom condition with video exposure and follow-up drills conducted by a teacher, and a home condition with video exposure and no drills. Only the home setting treatment (found advantageous in terms of cost) was used in the 1969-70 video field testing program. The testing scheme was designed specifically to determine the effectiveness of 15 English as a Second Language video programs among rural adult Mexican Americans in two different geographical areas, urban Mexican American adults in two different geographical areas and time arrangements, and urban Cuban and Puerto Rican adults. It is concluded that the video programs do not tend to affect a dramatic change in attitude toward learning and using English among Mexican Americans, Cubans, and Puerto Ricans, but is also noted that the majority of the subjects in the experimental population already have a favorable attitude toward this variable. It can be tentatively concluded that, where the population attitude is lowest, greater goals are realizable through the Program. This report includes an outline of the research design, statistical findings, summary, conclusions, and recommendations.

282. A REPORT OF THE EDUCATIONAL COMPONENT OF A COUPLED ON-THE-JOB TRAINING PROGRAM. Dowling, William D. Ohio State University. EDRS PRICE MF $0.65, HC $6.58. Aug. 1970. 112p. ED 045 878

A Manpower Pre-Employment Training Program was launched in October, 1969, to provide educational opportunities to trainees, to determine their occupational qualifications, and to investigate the relationship between these qualifications and successful completion of on-the-job training. More specific objectives were to: provide employers with candidates ready for training; evaluate trainees' readiness for training; evaluate the effectiveness of learning techniques; conduct a follow-up study; and to disseminate gathered information to other agencies. A total of 75 Columbus inner city residents, the majority of whom were black, participated. The instructional system consisted of: communication skills; computation skills and consumer economics; social skills and adjustments; and orientation to business and industry. The study outlines each of the components of the curriculum structure. A survey of the characteristics and achievement of the participants revealed that: there were no significant differences in age and educational background among those who completed the course; women were more likely to complete the on-the-job training; effectiveness of the program seemed to be greater for persons with less previous work experience. The development of alternative ease of providing the educational component was recommended.

283. FEMALE PARTICIPATION IN THE CANADA NEWSTART PROGRAM. Kassirer, Eve. Canadian Dept. of Regional Economic Expansion, Ottawa, Social and Human Analysis Branch. Available from Queen's Printer for Canada, Ottawa, Ontario. Jan. 1970. 32p.

This Canadian study concentrated on marital status, ethnicity, residence, and type of training or education involved, for female staff and trainees participating in a variety of action research programs for the disadvantaged in adult basic education, occupational training, and social adjustment. An evaluation was made of the Alberta New Start research program for families in remote northern communities, followed by research plans for two recently established New Start Corporations (in Manitoba and New Brunswick) in which women will participate. These were among the findings and conclusions: (1) male and female adult basic education participation was about equal in the Prince Edward Island and Alberta New Starts, but men predominated in the Saskatchewan and Nova Scotia programs; (2) most Saskatchewan and Alberta female trainees are Indians and Metis; (3) a high proportion of women trainees are married; (4) some are entering paraprofessional fields; (5) of the 102 female staff members, the majority are married, about half have some college or university training, and most are teachers; (6) female occupational programs continue to be in fields traditionally reserved for women. (Two references, nine tables, and the questionnaire are included.)

284. DEVELOPMENT OF A HYPOTHETICAL MODEL PLANNING-PROGRAMMING-BUDGETING SYSTEM FOR INTERGOVERNMENTAL COOPERATION IN ADULT BASIC EDUCATION IN FIVE SOUTHWESTERN STATES. Tapscott, Edward Vann. Texas University. University Microfilms (Order No. 70-10,894). Ph.D. Thesis. Aug. 1968. 154p.

A model was developed for coordinating Federal, state, and local adult basic education. This model was then compared with the "Consumer Services" structure developed for total governmental operations at the three levels. Objectives and definitions of general and adult vocational educational content were developed. The program needed to reach all undereducated adults (less than grade 8) by 1988 was projected. Potential benefits of raising their educational level were computed in terms of increased earnings and decreased welfare costs. Current operating costs were compared with the benefits being realized. Benefit cost ratios for both program operation and Federal costs were compared with three alternatives designed to improve the program by attracting younger males. A proposal involving full-day operation yielded the highest cost benefit ratio that would attract young males into the program; next best was a proposal to pay bonuses to undereducated males who complete high school.

285. MEXICAN-AMERICAN PUBLIC AID RECIPIENT PROJECT; INDEPENDENT EVALUATION REPORT. Oregon State System of Higher Education, Monmouth, Teaching Research Division. Dec. 1969. 50p.

The 1968-69 Mexican-American and Public Aid Recipients Project (MAPAR) in Yamhill County, Oregon, was designed to develop a continuous educational program which will adjust its curriculum to individual needs; locate and recruit Mexican Americans and other disadvantaged adults; create an inservice teacher training program for minority group teachers and Mexican American paraprofessionals; identify and develop effective and culturally relevant instructional materials; and mobilize local community resources. Instructional materials were evaluated largely through student assessments and student achievement; were not entirely satisfactory; and suitable materials were scarce. Recruitment and promotional resources were helpful, radio most of all. On an attitude scale, MAPAR students rated Education, Schools, Family, McMinnville (The Community), and the project highest, and Laws, Jobs, and Books lowest. Randomly sampled MAPAR students, especially those in the night program, scored significantly higher on a cognitive examination than a control group of migrants. In summary, the project was judged to have attained its objectives. (Questionnaires, rating scales, and ten tables are included.)

286. AN HISTORICAL SYNOPSIS OF THE CONCEPT OF LITERACY. Hooley, Agnes. British Columbia University, Vancouver. M.A. Thesis. Dec. 1969. 125p.

This study analyzes the concepts of literacy that have prevailed through history. The concept developed with the appearance of cities since it is essential for the maintenance and continued function of the interdependent social and economic relationships that form the basis of urban life. Concepts of literacy change as the socioeconomic needs of society change. Over time literacy has been a tool essential to daily commerce. At certain periods, to help maintain social stability, literacy has been perceived as serving religious or moral purposes. The most significant change regarding the concept of literacy has occurred during the twentieth century, reflecting the intensity of industrialization and urbanization in a world characterized by mass literacy and increasingly higher levels of literacy. These phenomena are due to the change from an agricultural to an urban, industrial way of life.

287. A STUDY OF THE EFFECTIVENESS OF ITB AS A SUPPLEMENT TO FACE-TO-FACE TEACHING OF FUNCTIONAL ILLITERATES. Dornish, J. Robert. Lehigh University, Bethlehem, Pa. University Microfilms (Order No. 70-10,590). Ed.D. Thesis. 1969. 120p.

This Pennsylvania study investigated whether functionally illiterate adults in a face to face adult basic education (ABE) program using instructional television (ITV) show greater achievement gains than those in similar programs without ITV. Achievement data were drawn from raw scores on Level I, Form A (pretest), and Level I, Form B (posttest), of the Adult Basic Learning Exam. Personal data came from permanent records of participants in Allentown, Bethlehem, Easton, Hazleton, and Scranton (Pennsylvania). Data on achievement in auditory vocabulary, reading comprehension, and spelling were analyzed to determine significant differences (if any) by age, sex, marital status, national origin, or education in country of national origin. Adult dropout data were also examined to determine if use of ITV affected the dropout rate, and whether dropouts differ significantly from persisters in terms of sex, marital status, or age. No significant differences in achievement gain emerged between the control group and the ITV group. However, younger adult illiterates made greater gains than their older classmates, and those better educated (above grade 8) in their native countries made greater gains in spelling than those who were illiterate. Age (older adults) was the only significant dropout characteristic uncovered.

288. LITERACY DEMANDS OF PUBLICATIONS IN SELECTED MILITARY OCCUPATIONAL SPECIALITIES. Sticht, Thomas G. Human Resources Research Organization, Alexandria, Va. EDRS PRICE MF $0.65, HC $3.29. Professional Paper 25-70. Oct. 1970. 22p. ED 044 615

The reading difficulty levels of publications in five military occupational specialities (MOSs) were determined by the Flesch and Dale-Chall readability formulas. Readability levels were compared with the reading abilities of low and average mental aptitude men working in the MOSs. The comparison indicates that, in all MOSs, the average readability level of the publications exceeded the average, reading ability of the low aptitude group by two to eight years. In all but one MOSs, average readability exceeded the average reading ability of the average group by one to six years. Evidence suggests that both high and low aptitude readers are hurt when the reading difficulty of materials is increased. (The document includes nine references, seven tables and figures, and procedures for deriving the Flesch index of readability.)

289. VARIABLES PREDICTIVE OF SUCCESS IN LEARNING TO READ. Brown, Don A. In International Reading Association Conference; Proceedings, Pt. 1; v13. Apr. 1968. p794-797.

290. TEACHER-STUDENT RELATIONSHIPS: A REPORT OF ADULT BASIC EDUCATION RESEARCH CONDUCTED AT THE FLORIDA STATE UNIVERSITY. Jahns, Irwin R. Florida State University. EDRS PRICE MF $0.65, HC $3.29. 1969. 24p. ED 041 197

Study of research on adult basic education (ABE) conducted at Florida State University reveals an array of concerns--psychological, sociological, institutional, procedural, administrative, developmental, organizational, curricular, etc. Research has been largely a student oriented phenomenon resulting in theses; this concern for ABE is a fairly recent phenomenon. Studies have been primarily (1) descriptive in nature; (2) oriented toward the outcomes of ABE instruction; and (3) concerned with some aspect of the educational process. Three descriptive studies were concerned with an urban student population involved in ABE and with two farm workers programs. Thirteen studies reported on some educational consequence accruing from the ABE programs; six reported grade level gain as measured by standardized tests and five reported on dropout rates and retention. Six process studies have been completed; seven are in various stages of completion. The completed studies explored a variety of areas--teacher behavior, teacher attributes, instructional materials and techniques, structural attributes of the instructional setting, and basic learning processes of adults.

291. JOB CORPS LANGUAGE PROGRAM. FINAL REPORT. Gropper, George L.; Short, Jerry G. Available from American Institutes for Research, 135 N. Bellefield Ave., Pittsburgh Pa. 15213. May 1969. 69p.

Tryout results indicated that a speech and language program developed to improve employability of Corpsmen accomplished one of its two goals; that is, it taught Corpsment the concepts underlying the correct production of standard speech and language patterns. The program consisted of audio tapes, notebooks with pictorial and verbal stimulus materials, and a record book designed for self-scoring exercises. It had seventy-five lessons, some of which were scheduled more than once for a total of ninety-five instructional hours. The final version of the program provides additional practice to achieve the second goal: to move Corpsmen closer to the goal of using standard English in situations (such as job interviews), calling for spontaneous speech. Specific problems of enunciation and grammar are given with before and after error rate.

292. JOB-RELATED ADULT BASIC EDUCATION. VOLUME I. SUMMARY AND RECOMMENDATIONS. VOLUME II. APPROACH AND DETAILED FINDINGS. System Development Corp., Falls Church, Va. EDRS PRICE MF $0.65, HC $6.58. Feb. 1971 171p. ED 047 235

The aims of this project have been to collect and analyze information on existing Adult Basic Education (ABE) programs, to identify types of programs which are successful in job-related settings, and to recommend promising new models for job-related ABE. Eighty programs were selected as possible for the study. When it was found impossible to classify the programs since they exhibited too many different features, it was decided to study program features; 15 sites were chosen to be visited (Eastman Kodak Company, Los Angeles City Schools, NARTRANS, etc.). After analysis and interpretation of data collected during field visits and from document review, a set of proposed guidelines for job-related ABE programs was developed, as well as an illustrative model program, providing a concrete application of the guidelines. The study revealed a significant need for job-related adult education, which is not now being met. Few programs provide vigorous outreach, placement in a job or a skill training program, and post-instructional student followup. Program features were found here and there which could be combined into an effective job-related ABE program. Funds now exist which could be allocated to support these programs.

293. EVALUATION OF LEARNING 100: AN ADULT BASIC EDUCATION PROJECT IN BEDFORD-STUYVESANT, 1967-68. Scheier, Elaine; Senter, Donald R. Educational Developmental Laboratories Inc., Huntington, N.Y. EDRS PRICE MF $0.65, HC $3.29. Research and Information Bulletin, No. 15. Feb. 1969. 19p. ED 044 551

This study compared the effectiveness of Learning 100 (L-100) with that of a conventional reading program in the Bedford Stuyvesant section of Brooklyn. L-100 is a multimedia, multimodal, multilevel communication skills system designed for use with undereducated adults, out-of-school youth, and potential dropouts. There were 49 in the experimental group and 47 in the control group; both groups met for nine hours per week. All students were given the Metropolitan Achievement Test Reading Intermediate level, after 10 hours of instruction, and after 100 and 200 hours. To the extent that the sample is representative of the population from which it was drawn and that the teacher questionnaires, interviews, and testing instruments were valid for this population, it appears that significant differences in achievement favoring the L-100 group were attained. The L-100 system can be successfully managed by teachers who have had little previous experience with educational technology; for students, high interest and motivation are maintained and positive changes in attitude toward learning are exhibited as a result of the interest level of the reading selections and the instrumentation inherent in the system.

294. EVALUATIONS OF THE WAR ON POVERTY: EDUCATION PROGRAMS. RMC REPORT. Cohen, Bonnie R.; Yonkers, Ann H. Resource Management Corp., Bethesda, Md. EDRS PRICE MF $0.65, HC $6.58. Also available from Resource Management Corp., 7315 Wisconsin Ave., Bethesda, Md. 20014 ($5.00). Mar. 1969. 146p. ED 041 979

The major anti-poverty educational programs are evaluated in this report by comparing those operated by the Office of Economic Opportunity (OEO) with those in the Department of Health, Education and Welfare (DHEW) affecting a similar target population. A comparison of OEO Head Start with DHEW Title I preschool programs indicated that: (1) Title I funds at local level are spent on programs enrolling a lower percentage of the poor; (2) more than three fourths of Head Start participants seemed to be receiving medical and dental examinations; (3) Head Start classes are approximately half Title I class size and involve a larger number of operating personnel per class; and, (4) Head Start offers a variety of preschool services and is more costly than Title I. A comparison of OEO and DHEW Adult Basic Education programs revealed that in general the OEO program was more expensive and more employment-oriented than the DHEW program. Relating to the effectiveness of Upward Bound, it appeared that most students selected were underachievers who meet income qualifications, that college admission rates and retention rates among enrollees indicate marked program success, and that the program ranks as one of the more successful anti-poverty efforts.

295. DETERMINING LITERACY REQUIREMENTS OF JOBS; PROGRESS AND PROSPECTS IN PROJECT REALISTIC. Sticht, Thomas G.; And Others. Human Resources Research Organization, Alexandria, Va. NTIS (AD-708-696). May 1970. 15p.

Project REALISTIC is concerned with identifying reading, listening, and arithmetic skills adequate for performing successfully in several military occupational specialties Progress on this research is reported, and future activities are projected. Data are summarized on the relationships of reading and listening test scores to job performance, reading difficulty levels of job related printed materials, and usage of reading and listening information sources by men of low, medium, and high reading ability. Seven charts are included.

296. A PROFILE OF ADULT BASIC EDUCATION TEACHERS IN FLORIDA. Jahns, Irwin R. In Florida Adult Educator; v20. Winter 1970. p14-16.

A profile of adult basic education teachers in Florida focuses on the variables age, sex, race, individual income, educational background, and teaching experience. Some implications are drawn and impressions stated.

297. A STATEWIDE PROFILE OF ADULT BASIC EDUCATION. Ohio State Dept. of Education, Columbus. EDRS PRICE MF $0.65, HC $5.29. 1970. 35p. ED 044 595

A survey of 72 adult basic education (ABE) programs in Ohio was conducted during the 1968-69 school year. Sixty-nine directors handled 447 ABE classes; however, about 40% were handled by three of them. Public school classrooms were the most frequently used facilities (68%). Night classes accounted for 85%. Most of the directors' time was devoted to program and curriculum planning, supervision of teachers, and recruitment. Areas of specialization of the teachers were: elementary education (60%), secondary (34%), special (12%), adult (7%), and other (13%). Other aspects researched were: teachers' qualification, backgrounds and perceptions; students' recruitment; and follow-up procedures, curriculum, and records. Students were interviewed to obtain data on their backgrounds, attitudes, educational patterns, and needs. The following recommendations were made: three areas of improvement are vital--employment of more full-time adult educators, improvement of programs designed to meet the many and varied needs of adult learners, and additional state financial support.

298. TENNESSEE ADULT BASIC EDUCATION EVALUATION 1969. Warf, J. Howard; Kerr, Charles F. Memphis State University, Tenn. College of Education. EDRS PRICE MF $0.65, HC $3.29. Apr. 1970. 36p. ED 044 554

This publication is the second step in the on going, continual monitoring and evaluation survey study of

Tennessee's Adult Basic Education (ABE) programs; the first being the publication of "Data Tables for the 1969 Evaluation Survey of Tennessee Adult Basic Education programs." The document is divided into six chapters. The first presents a brief historical and legal description of ABE in the United States and in Tennessee; and Tennessee's adult population characteristics. The second covers survey procedures and the various means of obtaining data--the use of the Base-Line Data File, the ABE teacher files, and the ABE student files; and others. The third and fourth chapters discuss student and teacher characteristics--enrollment, participation, attraction to the ABE program, and holding of the students, for the students; and training, preparedness, and capability for the teachers. Chapter five outlines the instructional process--cooperative programs, media and materials, and teaching methodology. The last chapter discusses teacher recruitment and provides a number of recommendations.

299. INITIAL EVALUATION OF OPERATION WORDPOWER. Instructional Dynamics, Inc., Chicago, Ill. EDRS PRICE MF $0.65, HC $3.29. May 15, 1970. 74p. ED 041 977

Operation Wordpower is a reading program teaching disadvantaged adults and operating in Chicago's urban community areas. The program accepts any person who is reading below the fifth grade level. Instruction is by means of the Sullivan reading materials adapted to the Edison Responsive Environment teaching technology (called "Talking Typewriter") until the students' reading ability improves to the sixth grade level. At this point the students graduate from the program, often moving on to other educational programs. This report is an evaluation of Operation Wordpower, utilizing information already available in the files of each of the four Center sites for a total of 372 students. Two questionnaires, one to determine student opinion and attitudes toward the program and the other to validate student attitudes by using staff responses, were respectively administered to students and staff. These data were used to review student characteristics and attitudes, to determine why students drop out, and to evaluate program effectiveness. Findings indicate that the program is effecting an important function in the area of reading improvement, but that it must be made more cost effective by moving to more locations and by instituting a more effective recruitment and motivational program.

300. THE EFFECTIVENESS OF FLASH CARDS IN A MATHEMATICS SELF-STUDY COURSE FOR GROUP IV PERSONNEL. Main, Ray E. NTIS (AD-707-718). 1970. 18p.

Research is being aimed at identifying optimal methods for training navy personnel who have achieved marginal scores on military selection tests. In the present study, flash card instructional methods were adapted for application to a comprehensive range of basic mathematical operations involved in a previously developed course in fundamental mathematics. In general, students demonstrated significant test gains on all performance indices. The additional practice with flash cards did not increase test gains by a significant amount despite the fact that results indicated a potential for improvement. It is pointed out that in this study flash card instruction was applied to problems covering a broad range of complexity. Flash card instruction is typically applied to very basic types of mathematical operations and the results of this experiment should not be interpreted as questioning the usefulness of flash cards as typically employed.

301. ADULT BASIC EDUCATION TEACHER TRAINERS: THEIR CHARACTERISTICS, ATTITUDES, AND VALUES. Nave, Wallace King. North Carolina University. University Microfilms (Order No. 70-9207). Ed.D. Thesis. 1969. 125p.

This study examined relationships between adult basic education (ABE) teacher characteristics, major value orientations, and attitudes toward the ABE program. Subjects were participating in a three week national teacher trainer institute. Independent variables included age, sex, race, educational background, ABE experience, and residence. Data were gathered by the Allport Study of Values and three instruments developed by the researcher. Pretests and posttesting revealed significant increases in cognitions (knowledge and understanding) and affect (emotional response), thus showing that the overall training objective had been achieved. Race was the only independent variable significantly related to value orientation. Negro subjects tended to be more interested in people (social), while whites showed more interest in economic (utilitarian) and political (power) values. Expressed attitudes toward ABE were generally quite favorable, but were negatively related to educational level.

302. THE ROLE OF TELEVISION IN REACHING ILLITERATE ADULTS WITH A LITERACY PROGRAM SERIES. Cass, Angelica Watson. Columbia University. University Microfilms (Order No. 70-12,544). Ed.D. Thesis. 1969. 113p.

This study aimed to establish standards of excellence for a television series of literacy programs; to describe the planning, production, and broadcast of one series, Operation Alphabet; and to measure the performance against the standards. A series of 100 1/2-hour programs, Operstion Alphabet was aimed at achieving the third grade reading level. Created in Philadelphia and shown successfully there in 1961, it was made available to television stations throughout the country. In 1962 NAPSAE was given copyright and booking rights; it issued supplemental materials in book form and instructions for procedures. In New York City, the series was given over three stations (commercial, educational, and high frequency) at three times each day. Individual tests were created by the State Department of Education and distributed by branch libraries; certificates of completion were offered. When the performance was compared with standards of excellence, it was considered that all but three of 36 were met adequately with but few gaps. Three were not met: provision for widespread publicity and recruitment; frequent and varied repetition of the content of the program; and the response of society to the new literates, was recommended that there must be adequate lead time and funding, use of leaders, the subculture, and followup procedures. Public apathy must be overcome.

303. THE FIELD TEST OF A MATERIAL FOR TEACHING READING AND THE GENERAL KNOWLEDGE AREA OF ADULT EDUCATION: AN EXPERIMENTAL AND DESCRIPTIVE STUDY. Geeslin, Robert Hawk. Florida State University. University Microfilms (Order No. 70-16,327). Ed.D. Thesis. 1969. 105p.

The purpose of this Florida study was to field test experimental multi-level materials for teaching reading and the subjects that make up the general knowledge area of adult basic education. The pre-publication edition of the experimental material was compared to traditional materials by: (1) differences in gain in reading ability, (2) acceptance by students, (3) by teachers, (4) by teachers in training, and (5) by experts. Two achievement studies were conducted. Experimental mortality in the first study was too great to allow generalizations. The second study found no statistically significant differences in achievement between students using the experimental material and those using traditional materials. Students accepted the experimental material as well as any traditional material (and better than one); teachers accepted it as equal to, or more adequate than, traditional materials; teacher-trainees accepted it more favorably; and 11 experts rated the materials more favorably than any of the traditional materials used for comparison. Findings imply that the published edition of the material would adequately teach reading skills and would be accepted by students, teachers, teacher-trainees, and experts.

304. A COMPARISON OF ACADEMIC ADVANCEMENT IN READING AS A RESULT OF INDIVIDUAL AND GROUP INSTRUCTION WITH JOB CORPS WOMEN. McColl, Diana Roberta Duncan. Oregon University. University Microfilms (Order No. 70-2526). Ed.D. Thesis. 1969. 88p.

The purpose for the study was to examine reading gains of Job Corps students receiving instruction individually or in small groups, and to compare the differential effects of these gains on social and personal adjustment of the students. Thirty girls were randomly assigned to each of two experimental groups; individual instruction (II) and small groups (GI). A third group of 25 girls attended regular remedial reading classes. The girls were tested before and after forty-five minute periods of reading instruction, using the Stanford Achievement Test and the California Test of Personality. A comparison of mean pretest and posttest scores showed that there were no significant differences in reading gains or in personal and social adjustment for all groups. The examination of relationship between the gains in reading and gains in personal and social adjustment were varied.

305. AN ANALYSIS OF THE EYE MOVEMENTS OF ADULTS AT THREE LEVELS OF READING ABILITY WHEN DECODING ISOLATED UNFAMILIAR WORDS. Palmer, Robert Eugene. Florida State University. University Microfilms (Order No. 70-11,148). Ph.D. Thesis. 1969. 78p.

The purpose of this study was to analyze the results of eye movements of adults at three reading levels (3-4, 6-7, and 9-10) while decoding isolated unfamiliar words to determine: (1) whether there were any characteristic eye movement patterns that might provide further insight into word learning, and (2) to what extent the readers considered every letter in their attempts to learn words. A group of 36 adults attending evening school in public adult education centers in Jacksonville, Florida, was selected which satisfied specific criteria: (1) age range 16-25 years; (2) I.Q. range 80-110; (3) satisfactory vision; (4) equal numbers of males and females and whites and Negroes within each of three reading levels, 3-4, 6-7, and 9-10. Nine words were chosen from a graded vocabulary list according to number of letters and configuration. The reading Eye camera filmed the subjects in the act of decoding. Eye movements used were forward fixations, regressions, return sweeps, and total fixations. Findings reveal that all subjects tended to use individual letters as the initial point of word decoding. Better readers used significantly fewer regressions which are associated with word decoding difficulty. Familiar words in isolation should have been included to provide a basis for comparison.

306. AN EVALUATION STUDY OF ADULT BASIC EDUCATION IN MAINE. Maine University. EDRS PRICE MF $0.65, HC $3.29. Jul. 1969. 74p. ED 042 093

An evaluation study of adult basic education in Maine (ABE) was made by the University of Maine's Continuing Education Division. It was found that during FY 1968-69 ABE programs had reached 1034 persons of a potential ABE population of 88,539. Chapter I summarizes the findings and recommendations. Chapter II presents the design of the study. Chapter III discusses the extent of illiteracy in Maine. Chapter IV examines the administration of Adult Education by the State Department of Education. Chapter V examines the local administration of ABE. Chapters VI-IX examine the role of and feedback from the ABE teachers, counselors, students, and administrative personnel. Chapter X discusses in-service training opportunities for ABE teachers. Chapter XI examines a proposed ABE program for the Passamaquody Indians. Appendices include the ABE Evaluation Project Visitation Schedule, and the reading tests used on the local level.

307. AN EVALUATION OF THE EDUCATIONAL EFFECTIVENESS OF SELECTED ABE MATERIALS. Steuart, R. Calvert. Wisconsin State Board of Vocational, Technical and Adult Education, Madison. EDRS PRICE MF $0.65, HC $6.58. 1968. 192p. ED 042 108

Conducted in Wisconsin, this study evaluated two literacy programs--the Mott Basic Language Skills Program and the Sullivan "Programmed Reading for Adults"--in order to develop a more effective adult basic education (ABE) curriculum. Attention was also given to relationships between selected student characteristics and measured improvement in reading abilities, component parts of the adult literacy systems and the relative effectiveness of components as judged in observations of student reactions and progress. Pretest and posttest measures of selected primary reading skills were given to 42 Spanish speaking, functionally illiterate adults who were learning English as a second language. Qualified ABE instructors were obtained who were not acquainted with or biased toward either the Mott or the Sullivan system, and who would teach them as independent and separate treatments. The Mott and the Sullivan system both proved effective in teaching the subject English as a second language. Motivation to learn, and initial speaking ability in English, were also highly significant to success. (The report includes a bibliography, 39 tables, observation forms, an evaluation checklist, and excerpts from Mott Basic language Skills and the Sullivan programed reading system.)

308. ENGLISH LITERACY: LEGAL SANCTION FOR DISCRIMINATION. Leibowitz, Arnold H. In Notre Dame Lawyer; v45 n1. Fall 1969. p7-67. EDRS PRICE MF $0.65, HC $3.69. 1969. 61p. ED 040 378

The thesis of this article is that, in general, English literacy tests and other statutory sanctions applied in favor of English were originally formulated as an indirect but effective means of achieving discrimination on the basis of race, creed, or color. Many such provisions in the law are machronistic, having only historical interest today, while others retain their vigor and continue to operate in a discriminatory manner. A few contribute to the "official" character that English enjoys in our society or to the health and safety of the operation of certain institutions. These have continuing legal and political validity. (Discussed in detail are English literacy requirements in the light of state regulation, number of people affected, federal regulation, and early federal practice; English literacy as a condition of voting; English literacy as a condition of business activity; English literacy in legal proceedings, English as the exclusive language of the American school system; and the special case of Puerto Rico. Appended are notes on U.S. statutory and constitutional requirements concerning English in each state.)

309. POSTDOCTORAL FELLOWSHIP IN EDUCATIONAL RESEARCH. FINAL REPORT. Doty, Barbara A. EDRA PRICE $0.65, HC $3.29. Oct. 1970. 6p. ED 042 976

The author describes her activities and accomplishments during a fellowship tenure and provides an assessment of the effect of the scholarship policy on her achievements. She concentrated on adult basic education (ABE) programs, literature, and research. Activities included participation in a workshop in adult basic education, and in meetings of the Illinois Adult Education Roundtable; and interviewing educators in adult basic education. She compiled and read about 35 titles which covered the field of ABE. Participation in research involved the designing of two pilot studies, one dealing with the evaluation of mental abilities in semi-illiterate adults; the other with the use of operant conditioning and money reinforcements in teaching adults. The research fellowship was invaluable to her, and the lack of restrictions placed upon activities allowed her to sample a variety of useful experiences.

310. ADULT ARMCHAIR EDUCATION PROGRAM. FINAL REPORT, JUNE 1967-MARCH 1968. Opportunities Industrialization Center, Philadelphia, Pa. EDRS PRICE MF $0.65, HC $3.29. 1968. 48p. ED 042 944

The Adult Armchair Education project (AAE) of the Opportunities Industrialization Center (OIC) in Philadelphia undertook instruction and skill development among the disadvantaged through learning groups in homes. Indigenous paid staff conducted direct, door-to-door recruitment. Classes, meeting once a week, 2 1/2 hours per session, for 10 weeks, concentrated on communication and computational skills, consumer education, minority group history, and community problems and solutions. The OIC curriculum department sometimes augmented by volunteers, gave additional support mainly through consultation and guidance. Instructional materials were designed, and group discussion was included, to promote maximum involvement and participation. Paraprofessional group leaders were trained as community volunteers and staff members in five leadership training sessions at selected homes. Special practical projects in such areas as consumer education and community problems were offered, backed up by staff followup visits and audiovisual presentations. A total of 80 homes and 1,179 trainees (892 actively attending) were enlisted. (A detailed evaluation appears, followed by data on participant characteristics, attendance, and motivation.)

311. BASIC EDUCATION AND THE ADULT MIGRANT. Bradtmueller, Weldon; Ulmer, Curtis. Northern Illinois University. EDRS PRICE MF $0.65, HC $3.29. Paper presented at the conference of the Association for Children with Learning Disabilities, Philadelphia, Pa., Feb. 12-14, 1970. 1970. 16p. ED 040 818

A program of adult academic education and prevocational training for unemployed adult migrant and seasonal workers in central and south Florida is described. Classes were held at nine centers 5 days a week for a total of 420 hours of instruction, and a stipend was awarded to participants. The results of tests that sought the educational characteristics of the workers are given. The mean post-test scores and the mean gain scores indicated steady and significant growth in all areas measured--vocabulary, reading, computation, and problem solving. The answers to questions relevant to the adult migrant as a learner should, the author believes, lead to modification of present program in adult basic education and to the development of further educational programs for adult undereducated migrant and seasonal workers. Tables are included.

312. RESEARCH ON READING FROM "RESEARCH IN EDUCATION," SUPPLEMENT 1. ERIC/CRIER READING REVIEW SERIES, BIBLIOGRAPHY 28. Laffey, James L.; And Others. Indiana University. EDRS PRICE MF $0.65, HC $13.16. Jun. 1970. 317p. ED 039 391

Reading-related projects and reports processed by the ERIC Clearinghouse on Reading were selected from "Research in Education," January 1969 through December 1969, for inclusion in this abstract bibliography. The total list of 391 document references is divided into two parts. Documents in Part I were processed for quick availability and, therefore, appeared in the first few pages of each issue of "Research in Education" prior to the regularly numbered documents. These cited documents are available from the ERIC Document Reproduction Service (EDRS). Part II lists the remaining documents processed for the specified issues of "Research in Education." Many of these documents are available from the ERIC Document Reproduction Service; those which are not available from EDRS are identified within the entry, and in some cases source information is included. Entries are arranged chronologically by RE number, and each entry contains citation data, index terms, price information, order number, and a descriptive abstract. An index by major descriptor terms, an author index, and ordering instructions for microfiche or hard copies from the ERIC Document Reproduction Service are also included.

313. PREPARATION FOR EMPLOYMENT AS A MOTIVATOR FOR ADULT BASIC EDUCATION. Gregory, Francis. EDRS PRICE MF $0.65, HC $3.29. Workshop paper. Mar. 1969. 16p. ED 042 945

Presenting formal research findings and other evidence in a literature review, the author discusses the value of combining technical education and/or job training with adult basic education (ABE) as a means of motivating the educational participation of the functionally illiterate, hard core, unemployed. Attention is given to special characteristics of the hard core unemployed, areas of potential educational interest for unmotivated, undereducated young adults, program planning priorities in manpower development, and the need for more adequate motivational research. It is concluded that the motivation barrier can be overcome, and that rapid literacy training and general educational progress (leading in turn to higher aspirations for self and family) can be realized in an occupational training situation. Also included are 29 references and a list of 28 Federal programs having an ABE component or purpose.

314. ANALYTICAL REVIEW OF REMEDIAL EDUCATIONAL PROGRAMS FOR SOCIALLY AND ECONOMICALLY DISADVANTAGED ADULTS. Anderson, Darrell Vail. British Columbia University, Vancouver. M.A. Thesis. Apr. 1968. 193p.

A study was made of the role of remedial education in altering the personal and social characteristics of the disadvantaged adult. Sources of data were limited to research reports on special retraining and remedial programs and descriptive data on poverty and the disadvantaged. The customary associational contacts of the middle-class society are not functional to the disadvantaged who participate through casual, close, and often intimate primary group relationships. Remedial programs are characterized by: lengthy programs with a distinct preference for the classroom method; instructional agents with little or no specialized training for the clientele; use of a limited number of instructional techniques; heavy reliance on instructional devices and materials; extensive use of tests for placement and evaluation; and a preponderant number of descriptive and subjective evaluations. The present pattern of remedial educational programs offers little hope of answering the needs of the disadvantaged.

315. TWO AMERICAN STUDIES ON LITERACY THROUGH TELEVISION: A TELEVISION EXPERIMENT IN ALABAMA. Peerson, Nell. In Literacy Discussion; v1 n3. Summer 1970. p122-129.

The study was conducted in Alabama, where 22.06% of the age group 25 years and over were illiterate. Ninety-eight state-wide television programs were provided using the Laubach method of teaching illiterate adults. Supplementary group instruction was given in eleven counties. Television instruction plus supplementary materials appeared adequately to meet the need for a crash program on illiteracy.

316. BASIC EXPLORATIONS IN ADULT RE-EDUCATION. A TERMINAL REPORT FROM THE ADULT RE-EDUCATION PROJECT. Kreitlow, Burton W. Wisconsin University, Madison, Research and Development Center for Cognitive Learning. EDRS PRICE MF $0.65, HC $3.29. Theoretical Paper No. 25. Apr. 1970. 15p. ED 042 991

In this study designed to generate hypotheses concerning adult learning, cognitive processes, and the re-education of disadvantaged adults, the phenomena of concept attainment, symbol manipulation, verbal behavior, differential instruction, and awareness levels were investigated. Attention focus (cognitive style) in the concept attainment process was not satisfactorily measured. The symbol manipulation process of literate and illiterate adults varied sufficiently to suggest further testing. The verbal behavior of lower class rural adult women was distinctly limited when compared with middle class rural women in the same community. This suggested that differentiated instructional programs should be examined. A design for manipulating the instructional variables was developed for possible use in dealing with variance in the "awareness stage" of learning. The present report summarizes conditions which suggested investigation, the objects for preliminary explorations, and resultant findings. (Twelve references, two tables, and a diagram are included.)

See also: item numbers 3, 11, 173, 456, 461, 523.

5245 ABE - PARTICIPANT CHARACTERISTICS

317. THE RELATIONSHIP BETWEEN ANOMIA AND PARTICIPATION IN ADULT BASIC EDUCATION. Ross, Harold; Hensley, James. OEG-2-7005077 (039). Paper presented at the Adult Education Research Conference, New York City, February 2-5, 1971. Feb. 1971. 31p.

A sample of adult basic education participants drawn from seven classes in Appalachia was used to determine what relationships existed between participation and anomia. The Srole Anomia Scale was employed on a pretest-posttest basis with approximately four months between testings. The Pearson Correlation Coefficient and Mann-Whitney U Test were used to test relationships between variables. No significant relationship was found between anomia scores and demographic factors such as age, sex, marital status, educational level, and employment status. This may have been due to the fact that the study was restricted to adult basic education participants (a group with high anomia potential) and that anomia may be a characteristic of the total Appalachian population. It was found that anomia scores dropped significantly after the four months of participation in adult basic education classes, implying that participants found the classes a means of removing obstacles to the achievement of life goals. Of particular significance was the finding that those who remained in the program have higher anomia scores than those who drop out.

318. BEHAVIOR MODIFICATION OF ADULT ILLITERATES AND FUNCTIONAL ILLITERATES WHO LEARNED TO READ. Warsh, Herman Enoch. Wayne State University. University Microfilms (Order No. 70-16,547). Ed.D. Thesis. 1969. 240p.

The present study examined some effects of literacy achievement on the lives of 184 of the 215 adults who had successfully completed literacy training between 1962 and 1966 in the Flint, Michigan, Adult High School. Interviews and public records were used to gather data on student background, experiences during literacy training, participants' perceptions of changes, and verifiable changes wholly or partly attributable to literacy achievement. A test of present reading ability was also administered. Participants were generally younger than the overall adult population of Flint. Slightly more men than women, and proportionately more Negroes than whites, were in the group. Most participants were from the rural South or the border states. A majority (especially whites under 30) had completed at least four years of schooling. The married participants all had less schooling than their spouses. Social aspects of literacy classes were important to learning and program completion. Economic concerns (among men) and relationships with others (among women) were the chief motives for participating; both sexes reported improved self-esteem as an outcome. Significant changes were noted in reading ability, attitudes toward school, knowledge of community resources, involvement in organized adult activities, and voting habits.

5280 LITERACY TRAINING--FOREIGN

319. THE FORCES AND CONSTRAINTS WHICH HAVE SHAPED AND GUIDED THE ADMINISTRATION OF THE LITERACY PROGRAM IN THAILAND. Power, Hilton McCarthy. California University, Berkeley. University Microfilms (Order No. 70-12,997). Ed.D. Thesis. 1970. 229p.

Focusing on broad social and cultural influences on organizational behavior within the Thailand Ministry of Education, this study examined the response of the Division of Adult Education to political and administrative changes imposed on its goals and purposes of the national literacy effort by the gradual strengthening of its planning system. For many years after the 1932 revolution, the government stressed literacy as a means of uniting diverse ethnic groups. Later, as it interacted with experts from international agencies and foreign governments involved in modernization efforts, the Thai government shifted its emphasis toward developing human resources for economic and social growth. Such factors as the interpenetration of politics and bureaucracy, high regard for hierarchical status, personal relations and security, a lack of effectively delegated authority, and relative disregard for efficiency, legality or secular rationality, have loomed large. (The document includes regional illiteracy statistics, a historical review of the Thai educational system, and current community development activities.)

320. ADULT LITERACY IN THE DEVELOPING COUNTRIES: A BIBLIOGRAPHY. Nussbaum, Mary J. EDRS PRICE MF $0.65, HC $6.58. 1971. 133p. ED 044 638

Originally compiled in 1967, this 1,777 item retrospective bibliography covers documents (other than actual educational materials) on adult literacy and subjects related to the many facets of literacy program planning. Such topics and concerns as state and national illiteracy statistics, adult basic education teaching guides, linguistic research, second language teaching, economic development, community development, mass media use, handwriting, citizenship, instructional methods, national literacy campaigns, instructional methods (including instructional television), library services, and the preparation of instructional aids and reading materials, are represented. A few bibliographies are also cited. The document includes a general subject and geographical index.

321. ADULT EDUCATION IN KENYA. Mwachugu, G. In Literacy Discussion; v2 nl. Winter 1971. p33-43.

The first detailed survey made in the field of adult literacy in Kenya, undertaken at the request of the Board of Adult Education.

322. LITERACY 1967-1969; PROGRESS ACHIEVED IN LITERACY THROUGHOUT THE WORLD. United Nations Educational, Scientific and Cultural Organization, Paris (France). EDRS PRICE MF $0.65, HC $6.58. 1970. 105p. ED 043 820

The purpose of this publication is to bring up to date the statistical analysis of illiteracy in the world, to study some general patterns and trends, to record new developments in methods and techniques, and to show correlations between national programs and the Experimental World Literacy Programme. No attempt has been made to give detailed accounts of all the literacy activities reported to the Secretariat by the Member States. The information given is based on replies to a questionnaire sent to Member States and Associate Members of UNESCO and to selected international nongovernment organizations. Ninety-three of the Member States and nine of the organizations replied. Topics discussed include: the world literacy situation; world opinion and the crisis of mass illiteracy; survey of literacy programs; international collaboration; mobilization of resources by governments and people; techniques and tactics in literacy; and research and evaluation. The appendixes contain data on illiterate population and the percentage of illiteracy, illiteracy percentages by age and sex, and laws and decrees that have been adopted since 1967 concerning literacy.

323. EVALUATION OF THE CHIDUKU LITERACY PROJECT: AN ABRIDGED REPORT (INCORPORATING A PRELIMINARY REPORT ...). A MICRO-STUDY OF RURAL ILLITERACY IN THE TRIBAL TRUST LANDS OF RHODESIA. Smith, G.A. University College of Rhodesia, Salisbury. EDRS PRICE MF $0.65, HC $3.29. Jul. 1970. 33p. ED 042 094

A full-time literacy course was held during August and September, 1969, in the Chiduku Tribal Trust Land (Rhodesia). The purpose was to assess the feasibility of teaching illiterate adults the 85 lessons of the primer in an intensive course and to see if it was then possible to teach them how to keep simple farm and household records and accounts as the basis for a follow-on program. A longitudinal study was made of the new literates six months after the course. The purpose was to determine if the newly acquired literacy had become "functional" through the keeping of records under the supervision of the local agricultural demonstrator, if literacy had been retained (or to what extent), and if literacy was related to individual "modernization" level as seen in adoption of improved practices. The general impression from limited test results is that those who completed the primer managed to maintain but not improve reading and writing skills and that literacy input and the adoption of improved crop and home economics practices were positively related. The full-time approach seems feasible and offers definite advantages compared with the organization of part-time classes in rural areas.

324. FUNCTIONAL LITERACY AND CONTINUING EDUCATION BY TELEVISION. Paiva e Souza, Alfredina de. In Literacy Discussion; v1 n2. Spring 1970. p60-69.

As a result of a pilot project (in Rio de Janeiro) of functional literacy for adolescents and adults by television, 90% of the students in experimental "tele-classes" became literate with 36 broadcasts of 20 minutes each, distributed over three months three times each week, supported by 50 minutes of discussion and other activities carried out by the monitors.

See also: item numbers 99, 343, 488.

5300 ADULT SECONDARY EDUCATION

325. DEVELOPMENT OF A MANUAL FOR TRAINING TEACHER AIDES. Rademaker, Elizabeth Spencer. Oregon University. University Microfilms (Order No. 70-9466). Ph.D. Thesis. Aug. 1969. 316p.

Based on two years of training for teacher aides involved in a high school equivalency program (HEP) for disadvantaged youth, a manual was developed to equip nonprofessionals to conduct basic skills classes in similar settings. The training program used task analysis in setting up the basic skills classes, and a group dynamics approach in which teacher trainees were actually involved in program planning and implementation. Two groups of nonprofessional teachers pursued three and four week preservice and continuous inservice training. They had primary responsibility for classes of ten to 15 students, planning and presenting class lessons, and directing individual learning activities. The second year, two former trainees were employed as associates, helping the trainer plan the program and supervise the trainees. Informal program evaluations by students and staff, both professionals and nonprofessionals, were obtained by interviews and a student questionnaire. The training manual itself stresses role playing and the involvement of teachers in planning learning activities. (The document includes historical and theoretical background discussions.)

See also: item number 454.

5400 ADULT HIGHER EDUCATION--ACADEMIC PROGRAMS

326. SOME EDUCATIONAL IMPLICATIONS DERIVED FROM A COMPARISON OF ADULT SPOKEN AND WRITTEN VOCABULARIES. Phillips, W. Wendell. Document not available from EDRS. University Microfilms (Order No. 69-9286). Ed.D. Thesis. 1968. 152p.

A list of English words used most frequently in adult speech (based on "A Spoken Word Count" by Lyle V. Jones and Joseph M. Wepman) was compared to a list of words used most frequently in adult writing (based on Ernest Horn's "A Basic Writing Vocabulary, 10,000 Words Most Commonly Used in Writing"). Conclusions were that (1) word selection varies greatly between spoken and written communication; (2) no significant correlation exists between the frequency of use of words even at the highest levels of use-frequency; (3) longer words tend to be used more in written than in spoken communication; (4) adults write, as opposed to speak, words with more syllables; (5) Old English derivations occur in higher proportions among high frequency words than among lower frequency ones (87% of oral and 89% of written in the 100 highest frequency words are of Old English etymology); (6) although some parts of speech are rarely used in spoken English, the words used most frequently are generally used more than lesser-used words in "multiple part-of-speech patterns." Implications for teachers include that written and spoken vocabularies do not necessarily overlap, and that teachers should introduce the highest use-frequency words as early as possible and concern on the child's mastering them.

327. COUNSELING NEEDS OF ADULT STUDENTS. Erickson, Mildred B. Paper presented at American Personnel and Guidance Assn. Convention, New Orleans, Louisiana, March 23-26, 1970. EDRS PRICE MF $0.65, HC $3.29. Mar. 23, 1970. 7p. ED 039 569

This study was undertaken to determine the needs of adults who had decided to return to school for higher education, the basic hypothesis being that their needs (which are different from those of younger students) are not being met. A questionnaire was sent to more than 1,100 men and women over 26 years of age who were attempting to complete an undergraduate degree. Of the 1,100,494 were studied intensively. A list, including age, race, marital status, satisfaction with life, satisfaction with job, gives the basic information received from the return of the questionnaire. Needs listed include: (1) special academic advisement and counseling; (2) an adult center; (3) scholarships and financial aids; (4) the opportunity for a testing program; (5) special housing provisions; (6) special orientation programs; (7) improved enrollment and registration procedures; (8) more night class offerings; and (9) changes in curriculum, required courses, grading and evaluation.

328. THE OPEN DOOR--REVOLVING; A STUDY OF COURSES COMPLETED AND CREDITS AND GRADE POINT AVERAGES EARNED BY EVENING AND SPECIAL CLASS STUDENTS, 1964-65--1967-68. Kanun, Clara. Minnesota University. EDRS PRICE MF $0.65, HC $3.29. Research Report No. 4, Part 2. Summer 1970. 42p. ED 042 973

In this longitudinal study at the University of Minnesota General Extension Division, four groups of registrants in evening classes were compared on credits and grade point averages earned. Comparisons involved 1964-65 evening class registrants only, persistent registrants, and those also participating, or not participating, in day classes. Emphasis was placed on the relationship and overlap of day and evening registrations; variance by course status and/or certificates, completion, and (for day students) colleges or divisions attended, were also noted. In keeping with the first part of this study, the findings tended to indicate that the majority of evening class registrants enroll for and complete a few credits every year, while more persistent registrants approach the evening class program as an opportunity for degree or certificate completion. (The document includes 19 tables and one reference.)

329. PATTERNS OF STUDENT ATTENDANCE, 1964-65--1967-68. Kanun, Clara. Minnesota University. EDRS PRICE MF $0.65, HC $3.29. Spring 1970. 26p. ED 042 974

Using official records and two sample surveys, this longitudinal study analyzed patterns of attendance and persistence among University of Minnesota General Extension Division evening class (EC) students. They tended to be young (under 30), male, and married. Roughly half each year were new to the university as well as to the evening classes. About 35% of the EC students registered only once; and 31% for two quarters or a year. The rest attended intermittently. Those with day and evening classes registered more persistently and intermittently over the years than "EC only" students. More than 72% of all EC students had had some college; over 27% held degrees (mainly from the University of Minnesota). Degree holders included 13% with baccalaureates and 14% with graduate degrees or some graduate work. Most EC students (70-75%) either attended evening classes only, or combined day and evening study to gain a degree and/or certificate. Relatively few pursued combinations involving summer sessions or independent study.

See also: item numbers 28, 68, 79, 383, 409.

5500 COMMUNITY SERVICES

330. LOCAL CIVIL DEFENSE IN NATURAL DISASTER: FROM OFFICE TO ORGANIZATION. Anderson, William A. Ohio State University. NTIS (AD-707-940). Dec. 1969. 71p.

The report considers the functioning of civil defense offices in natural disasters. The focus is on actual operations of these units within local communities. In order to account for the role that civil defense offices assume following a natural disaster, the report looks at characteristics of these units before and after disasters. These offices tend to be hampered by uncertainty regarding many of their important organizational dimensions, such as authority relations, tasks, internal structures, and public support. These sources of uncertainty can generate operational difficulties for civil defense offices during disasters. In discussing the mobilization and expansion of civil defense, the report distinguishes between "office" and "organization," the latter referring to an expanded postemergency structure. The expansion personnel include regular and emergency volunteers and government employees from other agencies. Tasks and activities of local civil defense organizations during disasters--both operational tasks and administrative support--are described. Four diagrams are included.

331. URBAN AND MINORITY CENTERED PROGRAMS IN WESTERN COLLEGES AND UNIVERSITIES 1969-70. Kroepsch, Robert H., Comp.; Thompson, Ian M.; Comp. Western Interstate Commission for Higher Education, Boulder, Colo. EDRS PRICE MF $0.65, HC $3.29. Nov. 1969. 74p. ED 034 645

Based on a survey of more than 160 colleges and universities in 13 western states, this report examines the programs which have been developed by institutions of higher learning to meet the various needs of minority groups and urban centers. Its purpose is (1) to make available to college and university administrators and faculties a broad general description of the types of programs which currently exist and (2) to list the locations of these programs. Representative programs are described in the document. In addition, tables listing all of the types of programs at all responding institutions are presented. A list of the responding institutions and the questionnaire used in the survey are also included.

332. A STUDY OF EDUCATIONAL COMPONENTS OF COMMUNITY ACTION PROGRAMS. Computer Applications, Inc., Silver Springs, Md. NTIS (PB-189-176). 1969. 215p.

Information was gathered concerning Community Action Agencies (CAA) educational activities, programatic activities and organizational interactions both within the CAA structure and between the CAA and other organizations. The study was designed to focus on a comparison between CAA educational activities and specified Community Action Program (CAP) goals--institutional change; participation of the poor; mobilization of community resources; and advocacy. The operational structure of 17 community action agencies was independently, rather than governmentally, controlled and administratively centralized rather than decentralized. Leadership characteristics emerged as more professional than nonprofessional, more political than nonpolitical, more traditional than innovative. The five educational strategies presented were: education per se adopted by 6 CAA's, manpower upgrading at 7, socialization-acculturization at 4, direct welfare at 3, and development of power at 3. Tight interaction was established where it was already present.

333. COMMUNITY ORGANIZATION EFFORTS, POLITICAL AND INSTITUTIONAL CHANGE, AND THE DIFFUSION OF CHANGE PRODUCED BY COMMUNITY ACTION PROGRAMS. FINAL REPORT ON PHASE I. Vanecko, James J.; And Others. National Opinion Research Center, Chicago, Ill. NTIS (PB-188-692). Dec. 1969. 259p.

The first part of a two phase project, this was an evaluation of characteristics of community action agencies (CAAs) which make them more or less effective in influencing other institutions to be more responsive to the needs and demands of the poor. CAA board members, representatives of the poor and other segments of the community, and administrators were interviewed in 50 cities of over 50,000 population to gather data on CAA activities, goals, and organizations, and neighborhood and city characteristics expected to be important factors in change. Emphasis was placed on how CAAs with differing goal orientations influence institutional change, processes of change in the public school and private welfare sectors, community organization as related to employment patterns and practices, and changes within (or related to) neighborhood political structures. Finally, evidence of diffusion of change was examined, ranging from simple advocacy of an innovation to the actual performance of a new or altered institutional function. (The document includes 27 references and 57 tables and figures.)

334. INTERVENTION IN DISINTEGRATING FAMILIES. Wootton, Ray W. Idaho State Dept. of Health. EDRS PRICE MF $0.65, HC $3.29. 1968. 45p. ED 041 433

A special demonstration project attempted to find means of assisting hard-core multi-problem families in a predominantly rural Idaho county. A single agency was formed to coordinate community activities and provide a variety of services for the needs of the total family. Project personnel included a director, social worker, home economist, public health nurse, and Advisory Board. Statistical data on the 84 families (450 persons) accepted for services are presented. Group activities, family counseling, home economics and health programs, and case work services were provided. Evaluative data show that 46.4% of the families made some progress. Schools reported social and academic improvement of many children involved. Potential for future adjustment of the families was rated good for 8.3%, fair for 45.2% and poor for 46.5%.

335. ANALYSIS OF THE UNDERSTANDING, ACCEPTANCE, AND IMPLEMENTATION OF THE PURPOSES OF TITLE 1 OF THE HIGHER EDUCATION ACT OF 1965. Simpson, Bert Kirby. United States International University, San Diego, Calif. University Microfilms (Order No. 70-11,417). Ph.D. Thesis. Jun. 1970. 177p.

This study surveyed the understanding, acceptance, and implementation of Title 1 purposes by administrators and by institutions. Twelve statements were formulated which could be applied to Title 1 purposes. Four emphasized strengthening of institutional capabilities; four stressed community service; and four were unrelated. A nationwide sample (all Title 1 state agency directors and 100 project directors) and a California sample were used. The 215 questionnaire respondents (a 69% return) chose four statements in response to three questions. Nationwide, state agency directors perceived Title 1 as emphasizing the strengthening of institutions and considered this purpose as being met; project directors saw an emphasis on community service and felt it was being implemented. Agency directors sought a balanced emphasis on community service. In California, Agency staff and reader consultants saw Title 1 in terms of institutional strengthening and considered this purpose achieved; all other groups saw community service as the chief emphasis and result. Most groups considered the programs effective. However, differing opinions between agency and project directors reflect weakness in downward communication of purpose and upward communications of results.

336. THE IMPACT OF THE COMMUNITY ACTION PROGRAM ON INSTITUTIONAL CHANGE; ASSISTANCE TO COMMUNITY ORGANIZATION AS A SUCCESSFUL STRATEGY. VOLUME 2: APPENDICES. Vanecko, James J.; Jacobs, Bruce. National Opinion Research Center, Chicago, Ill. NTIS (PB-192-968). Final Report. May 1970. 287p.

Part of a Community Action Program (CAP) final report evaluating the effects of community action agencies (CAAs) on institutional change, these appendixes analyse various dependent and independent variables, including social services, public schools, employment, neighborhood and community political organizations, CAP pressure and impact, diffusion, control and ethnic groups, and construction of the budget. The CAA program code, CAA and neighborhood center characteristics, community characteristics, program grants, and the actual changes realized are also covered, along with hypotheses of the study and the research methodology used. (See AC 008 701 (PB-192-967) for the text of the final report. See also AC 008 076 (PB-188-692) for the Phase 1 final report.)

337. THE IMPACT OF THE COMMUNITY ACTION PROGRAM ON INSTITUTIONAL CHANGE; ASSISTANCE TO COMMUNITY ORGANIZATION AS A SUCCESSFUL STRATEGY. VOLUME 1: Vanecko, James J.: Jacobs, Bruce. National Opinion Research Center, Chicago, Ill. NTIS (PB-192-967). Final Report. May 1970. 92p.

This study evaluated the role of the community action agencies (CAAs) in making other institutions more responsive to the needs of the poor. Institutional changes in education, employment, private welfare, and politics were examined in relation to certain characteristics of CAAs. Interviews were held with CAA personnel (both central and neighborhood) and organizational leaders in 50 large cities. Four major conclusions were: (1) CAA size is positively related to change; (2) communities having CAAs that stress organization and mobilization of the poor undergo the most institutional change; (3) CAAs which most heavily stress provision of services are not especially successful in affecting institutions; (4) community organizing activities by a neighborhood center staff and director are strongly related to institutional change. Further analyses based on a 100 city sample modified these conclusions but confirmed the existence of a strong link between neighborhood organizing activity and change. (The document includes 24 tables.) (See Volume 2, AC 008 700 (PB-192-968) for the appendixes. See also AC 008 076 (PB-188-692) for the Phase 1 final report.)

338. MEASURING THE IMPACT OF VISTA ON POVERTY COMMUNITIES. Chafkin, Sol H.; And Others. American Technical Assistance Corp., Washington, D.C. EDRS PRICE MF $0.65, HC $6.58. Jan. 1969. 130p. ED 044 632

Sharp limitations on measuring the impact of Volunteers in Service to America (VISTA) can be largely overcome by developing an improved system and techniques for planning projects and their likely effects. The distinguishing characteristics of VISTA for measurement purposes are: a large number of volunteer program activities and sponsors, hence great diversity of outcomes; imprecise goals; and a VISTA presence that reinforces program activities but also has independent consequences. Maximum feasibility of measuring VISTA impact (and maximum benefit to program effectiveness from doing so) depend upon viewing measurement as part of a process that includes: analyzing communities to identify key points for VISTA impact; planning projects designed to achieve specific attitude and behavioral change; training volunteers to work toward these objectives; and measuring and evaluating effectiveness according to designated behavioral indicators related to the specified goals. A specific project embodying these elements is described and recommended in the report. (There is a mistake in numbering pages in document but nothing is missing.)

339. COMMUNITY DEVELOPMENT AT THE UNIVERSITY OF WASHINGTON: A CASE STUDY AND CRITIQUE OF PLANNING, IMPLEMENTATION AND EVALUATIVE TECHNIQUES 1950-1969, WITH RECOMMENDATIONS FOR FUTURE PROCEDURES. Court, Michael. Washington University, Seattle. EDRS PRICE MF $0.65, HC $6.58. M.B.A. Thesis. 1970. 127p. ED 047 242

A detailed study was made of the Bureau of Community Development at the University of Washington and the voluntary groups it worked with to try to understand a major problem for voluntary organizations--implementation of a program. Information was collected through: reading of recent literature on the theory of community development and a detailed case study of the Bureau staff; and a questionnaire sent to three communities. Le Breton's Planning-Implementation Model was used to make a critical analysis of the Bureau's actual programs in the communities. The analysis showed that the main thrust of the Bureau's process was effective. Problem areas included: problems of the current program--implementation and evaluation; organizational problems--budget, professional ambition, and location in the university; and problems of philosophy and objectives--basic philosophy, boejctives defining the community, and best use of resources. A list of recommendations was developed related to leadership, individual responsibility, directiveness, and evaluation.

340. REINFORCING SELF-HELP GROUP ACTIVITIES OF WELFARE RECIPIENTS. Miller, L. Keith; Miller, Ocoee L. In Journal of Applied Behavior Analysis; v3 n1. 1970. p57-64.

Compared attendance rates of welfare recipients at self-help group meetings when supplementary reinforcement was given for attending and when it was not. Reinforcers included donated items, i.e., clothing and household goods, and information about welfare services. It was found that the attendance at meetings averaged three recipients/meeting without reinforcement and 15 recipients/meeting with reinforcement. There was evidence that attendance was associated with participation in other self-help activities. It is concluded that practical forms of reinforcement can be found to maintain the participation of severely disadvantaged populations in self-help groups.

341. EVALUATION AND REVIEW OF TITLE I, HIGHER EDUCATION ACT OF 1965, FLORIDA, 1966-70. Battistelli, Vince P.; Minnis, John R. Florida State University. EDRS PRICE MF $0.65, HC $3.29. Aug. 1970. 52p. ED 045 932

The review and evaluation of 1966-1970 Community Service programs in Florida dealt with the office of the State Coordinator, the Advisory Committee, and the processes of communication, review, selection, and administration of Title I founds; and referred to projects and all aspects associated with these. Projects were classified into five problem areas but the majority were in Human Resource Development and major effect was in educational enrichment of senior citizens and educational guidance and programs for women. To achieve maximal participation emphasis was placed on communication flow between the institution and the community, interest groups, and/or target groups. Over 95% of the directors acknowledged the importance of interagency cooperation; 98% used mass media for dissemination of information. Followup activities were carried out by 75% of the institutions. Thirty-five percent of the projects had an effect on changing the status of the department within the institution, while the remaining 65% indicated no change. Absence of adequate evaluation reports was the major weakness of Title I funded projects. (Listed are projects funded, institutional source, year of funding, and amount given.)

See also: item numbers 5, 6, 98, 274, 520, 542, 554.

5550 COMMUNITY DEVELOPMENT PROGRAMS--FOREIGN

342. A CASE HISTORY: COMMUNITY DEVELOPMENT GETS ESTABLISHED IN BOTSWANA. Wass, Peter. In International Review of Community Development; v21-22. Dec. 1969. p181-198.

In the static society and economy of prewar Botswana (Bechuanaland), what little community development there was occurred haphazardly; substantial efforts began as recently as 1963-66. A plan for adult schools and mass media education, including instruction in agriculture, veterinary medicine, health, and hygiene, was proposed in 1935 but never adopted. During 1946-59, the welfare officer strongly supported veterans' economic rehabilitation and the scouting movement. During 1961-62, rehabilitative casework and other forms of curative (as opposed to preventative) urban welfare were stressed. However, community development slowly attracted government interest in the early 1960s, leading to a United Nations financed village worker training project in 1963, then to a highly productive village development demonstration project and the inauguration of village development committees. Because of the danger of famine, an emergency program was devised in 1966 whereby local development projects enlisted volunteer labor on a "food for work" basis. New insights (notably on the limitations of economic growth as a measure of progress) have since emerged, along with various nongovernmental manpower development and adult education programs.

343. THE TRANSFORMATION OF POLITICAL CULTURE IN CUBA. Fagen, Richard R. Available from Stanford University Press, Stanford, California ($8.50). 1969. 271p.

Cuba has experienced drastic social, economic, and political change since 1959. This book examines and analyzes three important programs of Castro's regime which incorporate some of the distinctive features of the entire Cuban experience of political socialization and cultural change: the literacy campaign of 1961, which was perhaps the most successful and important of the regime's mobilization efforts; the Schools of Revolutionary Instruction--for some years Cuba's leading means of political education; and the Committees for Defense of the Revolution--Cuba's far reaching mass organization. Initial and concluding chapters discuss in more general terms the style and consequences of radical effort to transform Cuban society by creating a new kind of Cuban citizen. In appendixes the author presents lengthy translated portions of Castro's speeches. Another appendix reports on experiments in political socialization and culture change in three areas of rural Cuba visted between 1966 and 1968.

344. INTEREST OF INDIAN HOME SCIENCE COLLEGE STUDENTS AND FACULTY IN CAREERS RELATED TO COMMUNITY DEVELOPMENT. Morenas, Yasmin. Wisconsin University. University Microfilms (Order No. 70-3637). Ph.D. Thesis. 1969. 323p.

Community development in India is not able to recruit enough home scientists. This exploratory study was done to provide a basis for developing a recruitment program. Through a questionnaire, usable data were received from 84% of eligible students and 59% of the staff of three Indian colleges. Chi-square was used to test the significance of the relationships studied. Many students expected to work at all stages of the life cycle, except when they had pre-school children. Students expected part-time work for a considerable period of their lives: the faculty favored full-time employment at most stages of life. The following were among the conclusions: many students had no definite future plans; in general, they and the staff were not well informed about India's Community Development program and its career opportunities. Rural development administrators need to initiate definite measures to acquaint the colleges with the program and home science extension career opportunities. Recommendations were proposed for changes in roles of home science colleges and the Community Development agency for counseling and recruiting students.

345. FACTORS IN THE ADJUSTMENT OF KHASHM EL-GIRBA TENANTS TO A NEW LOCATION AND A NEW TYPE OF AGRICULTURE. Abdelrahman, Ahmed Elmin. Cornell University. University Microfilms (Order No. 69-10,446). Ph.D. Thesis. 1969. 251p.

The main objectives of the study were: to analyze factors related to adjustment to resettlement; to find the relationship of attitudes to behavior in relation to two major social changes--adjustment to new location and to a new type of agriculture to identify the characteristics of unadjusted tenants; to identify the environmental elements associated with lack of adjustment by the tenants. Data were collected through personal interview of 267 tenants randomly selected from 25 villages in the resettlement project. The people were principally subsistence farmers with a limited section in commerce and trade. They had to be relocated because of the inundation of their region by the backing waters of Egypt's Aswan Dam. The unit of analysis was the individual. The data indicate three important facts: satisfaction and morals are based in part on the relationship between expectations and rewards; most of the environmental factors which are relevant to low adjustment are modifiable through specially designed programs; understanding of the attitudes of settlers may represent a key factor in the success of projects based on resettlement and the opening of new lands.

346. AN EVALUATION OF FISCAL YEAR 1968 SPECIAL IMPACT PROGRAMS: VOLUME I. SUMMARY REPORT. Final Report. Westinghouse Learning Corporation, Bladensburg, Maryland. NTIS (PB-195-743). Jul. 1970. 101p.

The Special Impact Programs were initiated in communities characterized by poverty, crowding, high unemployment, low educational levels and substandard housing. The programs emphasized economic and business development, especially minority entrepeneurship, job creation, manpower training, and community development. Results show that it is difficult to restrict programs to a limited target area, to achieve community participation, and to attract outside business into urban poverty areas.

347. PARTNERS IN DEVELOPMENT; REPORT OF THE COMMISSION ON INTERNATIONAL DEVELOPMENT. Pearson, Lester B.; And Others. Available from Praeger Publishers, Inc., 111 Fourth Avenue, New York, N.Y. 10003 ($7.95). 1969. 416p.

A critical analysis of development assistance during the postwar era, this book considers health, education, social and political planning, the population dilemma, and various other development problems ranging from philosophy to techniques. It proposes a new basis for international cooperation and spells out responsibilities of both donor and recipient countries. Its proposals, which expand the definition of aid to include trade and private investments as well as more traditional forms, are offered as a far-reaching action program for shaping an aid framework better suited to the needs of the 1970s and beyond. Major changes in the terms and volume of aid, in the approach to the mounting debt burden of developing nations, in the method of planning technical assistance, and the role and functions of international aid agencies, are elaborated. The document includes a statistical appendix, 56 other charts and tables, and detailed profiles of the overall development situation in Brazil, Colombia, Chile, India, Pakistan, Turkey, Thailand, Indonesia, South Korea, and the five subregions of Africa.

See also: item numbers 186, 405, 407, 486.

5700 CONTINUING EDUCATION IN THE PROFESSIONS--CAREER CHANGES

348. NEEDS AND INTEREST OF IOWA STATE UNIVERSITY ALUMNI IN CONTINUING EDUCATION. Parsons, Gerald Edward. Iowa State University. University Microfilms (Order No. 71-7318). Ph.D. Thesis. 1970. 219p.

A study was made of a random sample of 934 Iowa State University alumni, who graduated between 1926 and 1965 and lived in Iowa, the purpose being to determine: their feelings of need and commitment to continuing education; their present participation; the content, type, and locations of programs they prefer; and where they think responsibility for the programs lies. A questionnaire was used in addition to alumni office records. There was considerable variation in commitment, but alumni, particularly more recent graduates, felt a need to continue their education in both occupational and nonoccupational areas. They expected the university to make programs available, but other institutions were also sources of education. Alumni from the Colleges of Veterinary Medicine and Home Economics placed a higher value on it and had higher levels of participation, and of expected participation, than those from the Colleges of Engineering and Sciences and Humanities. The topics of community problems and/or action, investments, insurance, and estate planning were more frequently reported than other topics. Except for the older alumni, reunions and alumni club functions did not serve a need.

See also: item numbers 20, 248.

5750 ENGINEERING, ARCHITECTURE

349. WORK ENVIRONMENT, PERSONAL CHARACTERISTICS AND OBSOLESCENCE OF ENGINEERS. Kaufman, H.G. New York University. NTIS (PB-192-688). Ph.D. Thesis. Jun. 1970. 120p.

An investigation was made of how personal characteristics exhibited by engineers early in their careers, and the nature of early work settings, affect manifestations of technical obsolescence later in their careers. Longitudinal in nature, the study followed up a sample of 110 engineers who had about 14 years of work experience since receiving their undergraduate degrees. A wide spectrum of engineering functions ranging from research to manufacturing was represented. A more challenging early work environment tended to be associated with continuing graduate education, good job performance, the output of papers and patent disclosures, and avoidance of obsolescence. Initial knowledge levels and interest in engineering were also significant. It was also concluded that both the engineers and their managers view obsolescence as an important and potentially serious problem in the not too distant future. (Included are 24 figures and tables and 107 references.)

350. CONTINUING EDUCATION FOR R AND D CAREERS. AN EXPLORATORY STUDY OF EMPLOYER-SPONSORED AND SELF-TEACHING MODELS OF CONTINUING EDUCATION IN LARGE INDUSTRIAL AND FEDERAL GOVERNMENT OWNED R & D LABORATORIES. Renck, Richard. Social Research, Inc., Chicago, Ill. NTIS MF only (PB-188-000) HC available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No. NS.1,2:ED 8/6, $1.75). Jun. 1969. 224p.

The purpose of this study was to collect and interpret facts relating to the need for, and use of, continuing education by research and development (R and D) scientists and engineers in large industrial and government R and D laboratories. The top management, personnel executives, training executives, scientists, and engineers employed at various R and D laboratories were interviewed. Questionnaires were administered to 394 employees. The information gained from these sources was tabulated and analyzed for patterns and trends. These patterns and trends were used to form the basis of a series of suggestions for action by management, professional societies, and universities in the field of continuing education for scientists and engineers. A bibliography, a list of participating institutions, and several data tables are appended.

351. MANAGEMENT DEVELOPMENT OF SCIENTISTS AND ENGINEERS IN THE FEDERAL GOVERNMENT: AN ANALYSIS OF BASIC BEHAVIORAL AND SYSTEMS CONSIDERATIONS. Berniklau, Vladimir V. New Mexico University. NTIS (N70-32,877). M.A. Thesis. Jun. 1970. 126p.

Focusing on management development of scientists and engineers within the Federal government, this study was done to form a framework of factors (mainly attitudes, motives or needs, and leadership styles) to be evaluated before choosing suitable techniques and alternatives. Such variables as differing program objectives, characteristics of professionals, means of program and performance evaluation, determination of the proper clientele, and responsibility for program planning and decision making, were discussed in a background review. Management development was shown to be a mechanism for achieving mutual organizational and individual need satisfaction when an organization is psychologically healthy and its top managers operate on Theory Y assumptions (satisfaction of the higher needs for love or acceptance, esteem, and self-actualization). Thus, management development can help change both attitudes and behavior in accordance with these assumptions while strengthening the Theory Y spirit throughout the organization. Moreover, it was concluded that, when adapted to different managerial levels and treated as part of a system of alternatives, management development programs can smooth the transition to managerial competence.

352. EDUCATIONAL PROGRAM FOR SCIENTISTS AND ENGINEERS AT THE WRIGHT PATTERSON AIR FORCE BASE. Weed, Herman R.; And Others. Ohio State University. NTIS (AD-702-867). Jan. 1970. 193p.

The objective of the study was to develop an educational program to update Air Force scientists, engineers, senior technicians and managers of science and engineering (both military and civilian) working at Wright Patterson Air Force Base (WPAFB). Needs in continuing education were assessed from data obtained from: the Office of Professional and Technical Training for 3600 engineers and scientists; a questionnaire administered to the 3600 engineers and scientists and 413 technicians; group interviews with management personnel; and personal interviews with 200 scientists and engineers. The results of the study indicated that the present level of participation in continuing education of WPAFB personnel was sizable. The major need of WPAFB was the development of a well organized in-house educational program using the capability of present staff and educational facilities.

353. COMBATTING OBSOLESCENCE USING PERCEIVED DISCREPANCIES IN JOB EXPECTATIONS OF RESEARCH MANAGERS AND SCIENTISTS: A PRELIMINARY REPORT. Barrett, Gerald V.; And Others. Rochester University. NTIS (AD-712-482). Jul. 1, 1970. 30p.

R and D scientists, engineers and managers completed a questionnaire Exercist Future as part of an experiment to test effects on subsequent self-development activities.

Three-fourths see and want educational upgrading but only 44 percent expect to have time allocated for their own development. Positive attitudes were seen toward the expected increasing impact of computers on R and D but the expected reward structure was perceived to be consistent with needs for development to avoid obsolescence. Fredom from organizational constraints was important to most respondents but few expected to achieve such freedom to select new projects or set schedules for themselves. Similarly, although the organization's rules were important to most, few expected to exert any influence on them.

354. BLOCK OR DAY RELEASE? A COMPARATIVE STUDY OF ENGINEERING APPRENTICES. Moore, B.M. Available from National Foundation for Educational Research in England and Wales, 79 Wimpole Street, London, WIM 8EA, England. Research Reports: Second Series, No. 7. 1969. 198p.

The purpose of this report is to compare part time day release and block release schemes available to apprentices and trainees in the engineering industry. (Block release provides for one or more periods of continuous attendance at college for study and workshop instruction; any one session does not exceed 18 weeks.) The main focus is on educational achievement but attitudes of apprentices toward block and day release, their college courses, and their training are also discussed. Views of members of college staffs and industrial training personnel were also obtained. The field work took place mostly between late 1962 and 1965; the period covered is approximately two academic sessions. "From the analysis of test and examination data it is evident that, at least in the sample of colleges used, the case for block release remains unproven because the apprentices on block release have been proven more able in general. It is probably safe to infer that this applies for the training situation."

355. CONTINUING ENGINEERING EDUCATION: WHO REALLY NEEDS IT? (WHAT IS THE MARKET FOR CONTINUING EDUCATION?). Landis, Frank. New York University. NTIS (N70-20568). Nov. 1969. 40p.

A study was made to find out: (1) if institutions have developed the right continuing engineering education programs and whether they have been able to reach those who could benefit most; (2) who was really interested in continuing education; (3) what kind of courses--company inhouse courses, college courses, short workshops, or professional society courses--were in most demand; and (4) what companies can do. A sample of 1146 upper level engineering management personnel, engineers, and scientists was chosen from 12 companies representative of the "old line" and the "new line." Based on analysis of available data it was concluded that: most engineers were not interested in continuing education; technical competence was rarely demanded; corporate management may have expressed interest in continuing education but it was the immediate supervisor who counted; continuing education planning had frequently been a haphazard effort by enterprising colleges, companies, and professional societies; and company inhouse courses were most popular.

See also: item numbers 145, 168, 436.

5775 MATHEMATICS, PHYSICAL SCIENCES

See: item numbers 229, 352.

5850 MEDICINE AND HEALTH

356. RECOMMENDED HOMEMAKER/HOME HEALTH AIDE COMPETENCIES: FOOD PRODUCTION AND CHILD CARE. Ruehr, Evelyn Burky. Iowa State University. M.S. Thesis. 1969. 135p.

This study investigated food production and child care skills needed to perform unique homemaker/home health aide duties; skills needed before entry into the occupation; clusters of skills judged important; and differences among directors from various types of agencies as to abilities needed to perform the unique tasks. A two part questionnaire (general operational information and a six point checklist on competency needs) drew usable responses from 53 welfare, 48 voluntary, and 42 health oriented agencies in 11 north central states. A majority of directors of each agency type considered almost all skills on the list as necessary or desirable before entry. Skills as a whole were clustered under meal planning, safety, kitchen maintenance, nutrition, and food preparation. Seven clusters resulted (guidance, physical motor development, social development, child care, safety, meal planning, kitchen maintenance) in the case of welfare and voluntary oriented agencies. Welfare and voluntary agency directors considered child care skills sometimes or usually necessary; a majority of health agency respondents felt otherwise. Recommendations included an overall core training program, further training in welfare and voluntary oriented agencies, and a broader range of services.

357. AN EVALUATIVE STUDY COMPARING THE COGNITIVE AND ATTITUDINAL EFFECTS OF TWO VERSIONS OF AN EDUCATIONAL PROGRAM ABOUT MIND-AFFECTING DRUGS. Rosen, Marvin J. Evaluation and Research Associates, Los Angeles, Calif. EDRS PRICE MF $0.65, HC $3.29. Final Report. July 1970. 75p. ED 044 564

Two versions (one 'live,' the other by video tape/seminar) of a continuing public health education course on mind affecting drugs were designed and offered in six cities to evaluate the relative effects of the program on knowledge and attitudes of the participants. The 'live' version had been offered four times prior to the study. During the study the course was offered twice more, once 'live' and once by videotape/seminar. In all, 217 adult professionals and semiprofessionals enrolled. Course referenced information and attitude measuring instruments were developed. A before and after tool was designed and used to compare the two groups of current participants enrolled in the two alternative versions. Other participants and sponsors were surveyed by questionnaire and interview for their reactions to the program. Both versions produced reliable increases in knowledge and changes in attitude. Further study of the effects of various program format variables was recommended.

358. DEVELOPMENT AND EVALUATION OF AN INTEGRATED BASIC COMBAT/ ADVANCED INDIVIDUAL TRAINING PROGRAM FOR MEDICAL CORPSMEN (MOS91A10). Ward, Joseph S., And Others. Human Resources Research Organization (HumRRO), Alexandria, Va. EDRS PRICE MF $0.65, HC $3.29. Jan. 1970. 95p. ED 041 227

The Human Resources Research Organization undertook this study to determine experimentally the effect of integrating the Basic Combat Training (BCT) and the Advanced Individual Training (AIT) sequence of instruction for conscientious objector (CO) being trained as a Medical Corpsman (MOS 91A10). Other objectives were to develop an improved AIT program for MOS 91A10 personnel, and an improved MBT program for CO personnel; and to develop and test training methods that could be applied to the army training programs. The curriculum for COs was redesigned to provide a continuous MOS-oriented 16-week training sequence, and to include the introduction of new training techniques and arrangements of instructional material in a functional context. Tasks made up four clusters of duties: Company Aidman; Evacuation Medic; Aid Station-Dispensary Medic; and Ward Nursing-Care Medic. Evaluation techniques and instruments were selected or developed to test all phases of MBT and AIT. The experimental group performed significantly better on performance tests than the control group trained in the conventional program, and did as well on written tests of military and medical knowledge.

359. THE MENTAL HEALTH COUNSELOR IN THE COMMUNITY: TRAINING OF PHYSICIANS AND MINISTERS. Shapiro, David S.; And Others. Available from Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703. 1968. 215p.

This three year demonstration of a mental health program developed by the Bradley Center in Columbus, Georgia, centered on the training of physicians and ministers in standardized methods of managing emotional and social problems of patients and parishoners seeking help. Involved was the challenge of entering two Georgia Communities and obtaining the endorsement and active support of key professional groups; engaging a significantly high percentage of physicians and clergymen in the training program; and demonstrating, by sound evaluation techniques, that affirmative changes actually would occur in practice, perception, knowledge, and attitudes. The authors have also provided accounts of daily staff experiences in planning, decision making, and responding to successes and failures. (An index, forms and questionnaires, reports of research design, and 37 tables are included.)

360. THE EDUCATIONAL IMPLICATIONS OF LICENSING NURSING HOME ADMINISTRATORS IN CONNECTICUT UNDER THE REQUIREMENTS OF SECTIONS 1902 (a) (29) and 1908 OF THE SOCIAL SECURITY ACT. Farling, John J. Connecticut University. n.d. 11p.

The development and implementation of a battery for licensing nursing home administrators in the State of Connecticut is described in this document. An educational advisory committee approved a course, BA 298, for administrators seeking licensure under the terms of pending legislation. The course was offered through the Office of Credit Extension, Continuing Education Services, in two locations in the state, and was open to all nursing homes and convalescent hospital administrators, regardless of educational achievement. A survey of participants revealed a wide range of differences in educational levels, experience, size of facilities, services rendered, and age. Programed instruction as well as discussion, panels and audio visual aids were used. A midterm and final examination were given. During the first semester 106 students (and 128 in the second semester) completed the course and the examination. With this experience, an educational and examination subcommittee was appointed and charged with the development of a battery of questions which could be used as a basis for a licensing examination.

361. EFFECT OF THE INTERPERSONAL RELATIONS SERIES OF THE CONTINUING EDUCATION PROJECT ON INDUCING ATTITUDINAL AND BEHAVIORAL CHANGES AMONG PUBLIC HEALTH WORKERS IN NORTH CAROLINA. Dutton, Donnie. American Public Health Association, Birmingham, Ala. EDRS PRICE MF $0.65, HC $6.58. Jan. 1969. 106p. ED 044 650

Two months after participating in the Interpersonal Relations series of a continuing education project, public health workers in North Carolina completed a detailed questionnaire designed to ascertain attitude and behavior changes resulting from the project. Participants were asked to give examples of altered relationships with fellow workers and/or clients; to cite ways in which they were able to improve their work performance through knowledge, approaches, or techniques suggested in the programs; and to account for any lack of program effect. Respondents were also asked to explain what organizational changes (if any) the programs had created within their health departments. More than 1,600 comments were divided into 12 categories according to perceived impact or lack of impact on attitudes and behavior, resulting transfer of training or lack thereof, and positive, negative, or no organizational change, as reported by local health department personnel and State Board of Health members. No definite conclusions were formulated.

362. REACTIONS FROM ALABAMA PUBLIC HEALTH WORKERS ON A DEMONSTRATION CONTINUING EDUCATION PROJECT. Dutton, Donnie; Hering, Frederick W. American Public Health Association, Birmingham, Ala. EDRS PRICE MF $0.65, HC $3.29. Nov. 1968. 94p. ED 045 895

This study surveyed the attitudes and participation patterns of Alabama public health workers involved during 1967-68 in statewide continuing education programs, combining telecasts with study manuals and group discussion; and analyzed their responses by age, sex, occupation, formal education, experience in public health, and the size of the public health departments employing them. Consideration was given to such criteria as participation in discussion sessions, use and evaluation of the manuals, relevance and usefulness of the telecasts, suitability of program topics, opinions on the value of the combined approach, and benefits perceived (improved knowledge and ability to serve) as a result of participation. Respondents showed very positive attitudes toward the total program; but they felt that the relationship of telecasts and study manuals to areas of work and responsibility needed improvement, and remarked that notes taken by the recorder were seldom referred to during discussion sessions. Moreover, the background variables all seemed relevant to certain aspects of participation and perceived program effectiveness.

363. DEVELOPMENT OF CAREER OPPORTUNITIES FOR BIOMEDICAL EQUIPMENT TECHNICIANS. SURVEY OF JOB CHARACTERISTICS, MANPOWER NEEDS AND TRAINING RESOURCES, AS OF JUNE, 1970. INTERIM REPORT 2. Technical Education Research Center, Cambridge, Mass. EDRS PRICE MF $0.65, HC $9.87. 1970. 274p. ED 043 764

This report is an attempt to develop a comprehensive picture of the biomedical equipment technician (BMET), who spends at least 50 percent of his time repairing and maintaining biomedical equipment. In order to alert potential employers to the technician's capabilities, and to provide information on establishing training programs, the report identifies the characteristics of the technology, the types of BMET's in the field, the institutions which employ them, and the training which BMET's currently receive. On the basis of data gathered during 278 interviews with employers of BMET's in 25 major cities, it was predicted that the demand for BMET's will double by 1975. The report recommends that all BMET training programs emphasize skills in electronics, troubleshooting, and repair, with secondary emphasis on mechanics, electromechanics, communications skills, and administrative-management skills. The program should focus on specialties which are found through interaction with potential BMET employers to be relevant to the regional job market.

364. THE IMPACT OF WORKSHOPS ON PRACTITIONERS: A CURRENT EVALUATION. Prescott, Suzanne. American Psychological Association, Washington, D.C. Available from Office of Communication Management and Development, American Psychological Assn., 1200 17th St. N.W., Washington, D.C. 20036. Jun. 1970. 73p.

For the mental health practitioner to keep abreast of his rapidly changing field requires that adequate, up-to-date information be sufficiently available to meet professional needs. This study attempted to identify the ways in which such information gathered at workshops. The characteristics of participants in a series of 1969 Post Doctoral Institutes is described--their clinical experience, professional affiliations, and previous experience with material in the areas of their workshops. The formats used in workshops are rated according to importance or utility. The impact of the workshops on the participants is surveyed. Some suggestions are offered for improvements in workshops. Seven workshops are described in capsule form to illustrate the general points made previously. Included in the appendices are lists of workshop participants, samples of information gathering material, a list of suggestions for workshops planners, and a suggested planning sequence.

365. A REVIEW OF THE CHARACTERISTICS OF PRACTICAL NURSING STUDENTS. Goard, Dean S. B.C. Vocational School, Nelson, British Columbia. EDRS PRICE MF $0.65, HC $3.29. Jun. 1970. 69p. ED 041 247

This paper describes the first part of a study concerned with student success in a practical nursing course offered in the British Columbia Vocational School in Nelson. The study resulted from a concern about the increased number of students who did not complete the training during the year 1969. The procedure involved transfering student data from the school records to computer cards and preparing and analyzing both bivariate tables and a correlation table. These data when reviewed showed that over the five year period there was a definite change in the clientele. The following characteristics varried significantly; age, marital status, sponsorship, number of children, and final grade. It was found that the education and weight of the students were variables which seemed to be related to student success. Significant correlations were found between the class number, age and final grade; between age, education, weight, final mark, and average child age; between height and weight; and finally between average child age and training before termination. Several weaknesses in research methodology were described. Recommendations for a study of student attitudes and the criteria used by the screening committee in selecting candidates were made.

366. DIFFERENTIAL ATTITUDES TOWARD AN ADULT EDUCATION PROGRAM FOR PHARMACISTS. Kotzan, Jeffrey A.; Jowdy, Albert W. In Adult Education; v21 n1. Fall 1970. p29-28.

The research project measured post exposure attitude differentials toward a series of adult education programs for registered pharmacists. Four attitudinal scales were constructed for three specific factors of the pharmaceutical adult programs and one general criterion scale. Attending pharmacists were categorized according to their working environment and graduation date from pharmacy school. The quantified attitudinal measurements were subjected to an unequal cell, single factor analysis of variance. The analysis revealed that hospital pharmacists held more negative general attitudes toward the series of adult pharmacy programs than did community pharmacists. A similar analysis of variance revealed that the graduation date classification demonstrated no relationship to the expressed attitudes of the attending pharmacists.

367. AN ANALYSIS OF CERTAIN FACTORS IN THE DIFFUSION OF INNOVATIONS IN NURSING PRACTICE IN THE PUBLIC GENERAL HOSPITALS OF THE PROVINCE OF BRITISH COLUMBIA. DuGas, Beverly Witter.

British Columbia University, Vancouver. Available from National Library of Canada, Ottawa, Ontario. Ed.D. Thesis. Aug. 1969. 387p.

The study analyzed the process of diffusion as it functions in regard to changes in nursing practice in a selected segment of Canadian hospitals. Three aspects of diffusion were investigated: (1) the flow of new information in nursing through a network of hospitals; (2) factors affecting the adoption of new nursing practices; and (3) factors influencing delay in the adoption process, rejection of innovations, or the discontinuation after adoption. The population comprised 85 public general hospitals in the province of British Columbia. An analytical survey method was used and the structured interview technique employed to gather data from the Director of Nursing of each hospital. Significant findings in regard to sources of information included: (1) the importance of interpersonal communication with colleagues; (2) the high ranking of continuing education programs as an initial source of new knowledge; and (3) the role of the hospital supply house salesman in disseminating information to nurses. Influence came from the major teaching and research centers of Vancouver, and from large, centrally located hospitals of the province. Factors influencing delay, rejection or discontinuation were shown to be related both to characteristics of the new practice and to characteristics of the individuals involved in making the decision to adopt innovations.

368. A STUDY OF DELEGATION OF DUTIES TO HOSPITAL DIETARY SUPPORTIVE PERSONNEL. Kline, Angeline Joyce. Ohio State University. University Microfilms (Order No. 69-4920). Ph.D. Thesis. 1968. 108p.

This study uses questionnaires to explore the extent of delegation to supportive personnel in Ohio hospitals of 100 or more beds capacity which employ at least one full time dietitian, with primary focus on the use of the food service supervisor. Food service supervisors who had taken a battery of courses established by the American Dietetic Association were compared to those who only had on the job training. The opinions of dietitians working in Ohio hospitals were compared with those of dietitians who had been designated as judges or experts. The number of duties which were delegated in each hospital was explored, and large hospitals compared with medium ones to determine if significant differences existed in the number of duties delegated. Analysis of the data suggested that the completion of either an American Dietetic Association approved course or other courses was not associated with the extent of use in the supervisory capacity. A high level of agreement was noted between the dietitians and judges in defining duties appropriate for delegation. Factors other than completion of educational courses were involved in promoting maximum use of supportive dietary personnel.

369. A MODEL OF OBJECTIVES FOR A PROGRAM OF CONTINUING EDUCATION FOR PSYCHIATRIC NURSES IN COMMUNITY MENTAL HEALTH WORK IN MASSACHUSETTS. Goodman, Lillian Rachel. Boston University. University Microfilms (Order No. 70-12,174). Ph.D. Thesis. 1969. 202p.

The purpose of this study was (1) to develop a model of required functions and effective behaviors of psychiatric nurses in mental health programs in Massachusetts and (2) to construct a model of objectives of a continuing education program for them. Perceptual data concerning functions of nurses were gathered by interviews with authorities, supervisors and nurses concerning effective and ineffective behaviors. Additional data were gathered from non-participant observation in two state hospitals and two mental health centers. Data analysis led to the formulation of two categories of functions: direct nursing care, and collateral nursing care (including administration, staff development and training, consultation, and research). Authorities felt the ideal function of the psychiatric nurse was individual therapy but perceived that they actually were performing collateral functions, particularly administration. Supervisors and nurses perceived the most important ideal function to be that of general nursing care but they both saw their real functions about equally divided between direct and collateral nursing care. The work of psychiatric nurses in community mental health programs was seen to be the same in state hospitals and in mental health centers.

370. THE NONPROFESSIONAL REVOLUTION IN MENTAL HEALTH. Sobey, Francine. Available from Columbia University Press, 136 South Broadway, Irvington-on-Hudson, N.Y. 10533 ($10.00). 1970. 252p.

Based on a nationwide survey of about 10,000 people in 185 government sponsored programs, this book assesses how far the mental health profession has moved beyond the traditional medical model, with its relatively closed doctor patient system, toward a broadly based public health intervention system. Encompassing various levels of mental health and disorder, this framework presents an approach which embraces prevention, treatment, and rehabilitation, and which entails coordinated planning with other community programs in health, education, and welfare. Attention is given to efforts to develop criteria for using both paid and volunteer nonprofessionals; types of projects and agencies; clientele groups served; and significant characteristics of nonprofessionals (including older adults, youth, minority groups, and persons with less than a high school education). Typical patterns of professional and nonprofessional work are also compared. Recruitment, training, and supervision are reviewed, followed by research findings on project goals and the extent of innovation. Evidence shows that nonprofessionals are providing valuable new services as well as taking on existing tasks.

371. TRANSFERABILITY OF MILITARY-TRAINED MEDICAL PERSONNEL TO THE CIVILIAN SECTOR. Nathan (Robert R.) Associates, Inc. Washington, D.C. NTIS (PB-192-690). 1970. 339p.

The exploding demand for medical and health services and evolving changes in the systems for delivering them have been accompanied by widespread shortages of many kinds of personnel, professional and subprofessional. There is increasing interest in a large potential, but mainly untapped, source of supply: the veterans of the Armed Forces who received specialized medical training and experience while in service. The report presents the findings of a study of this supply, undertaken to determine the labor market characteristics of the men who comprise the supply; the extent of their transferability and transfer to civilian medical/health employment after their release from the Armed Forces; the reasons why more of them did not transfer; and the conditions under which the transfer rates might be raised.

372. PROCEEDINGS BOOK OF THE NATIONAL CONFERENCE ON CONTINUING EDUCATION FOR NURSES (1ST, WILLIAMSBURG, VIRGINIA, NOVEMBER 10-14, 1969). Virginia Commonwealth University, Richmond. EDRS PRICE MF $0.65, HC $9.87. Nov. 1969. 225p. ED 042 992

As underlined in papers and group discussions, the growth of nursing continuing education (NCE) requires a fuller commitment within the profession to the ideal of lifelong learning, improved self-diagnosis of needs, and a profession wide program of continuing career development. A national survey of existing NCE programs shows a predominance of full time directors (27 with masterps degrees, four with doctorates, one baccalaureate); numbers of full time nurse faculty range from three to 23. Recourse to budgets, fees, grants, and tuition for financial support varied widely. One program's experience of how to get funds stressed the importance of identifying needs and securing a strong diversity of sources. NCE participation studies at the University of Wisconsin and elsewhere reveal (among other things) strong motivation to undertake and persist in NCE programs, especially among nurses who pay their own fees. Meanwhile, such new concepts as health teams, career ladders, and a continuing education core curriculum are emerging. (The document includes an overview of regional nursing programs in several states, telephone instruction and other audiovisual technology, and issues in program evaluation.)

373. TWELVE-STATE SURVEY OF NEEDS AND INTERESTS IN CONTINUING EDUCATION IN PUBLIC HEALTH. Callan, Laurence B.; And Others. In Public Health Reports; v84 n8. Aug. 1969. p741-755.

Using a mailed questionnaire, the Program of Continuing Education in Public Health (a partnership of professional schools) surveyed educational needs and interests among 2,534 public health professionals in 12 western states. The 1,355 who responded made two choices from a list of 78 courses grouped in eight broad categories. Twenty percent or more chose 19 courses ranging from "Motivation and Persuasion Techniques for Use with the Legislature, the

Professional, the Public" (38%) to "Prevention and Control" and "Community Services" (20% each). Respondents were concerned with general problems, not specific diseases or narrow subjects, and with improving skills in organizational and community problem solving. They overwhelmingly favored video tapes and telephone tieups as supplements but resisted the use of teaching machines. The majority preferred courses designed for multidisciplinary audiences. Choice of courses depended greatly on one's administrative level. Past participation was linked to greater age and tenure, higher position, higher educational level, and membership in professional organizations. Of those in full time professional posts, 66% lacked a public health degree. (One reference and nine tables are included.)

374. PROFESSIONAL NURSING IN STATE SERVICE: NEEDS AND RECOMMENDATIONS. A SKILLS INVENTORY OF REGISTERED NURSES EMPLOYED BY THE COMMONWEALTH OF MASSACHUSETTS. Woods, Barbara. EDRS PRICE MF $0.65, HC $3.29. Feb. 1970. 72p. ED 042 994

This study analyzed factors in attracting and recruiting professional nurses into Massachusetts state service. Although Massachusetts had relatively many registered nurses (RN), 45% were inactive. Resulting shortages were great, especially in state hospitals. All agencies had high turnover, with impending staffing crises in some agencies because many experienced nurses were nearing retirement age. A majority of nurses surveyed expressed interest in inservice training programs (especially in psychiatric nursing) which build on previous education. Of all state service nurses, 12% had baccalaureate degrees, 7% had graduate degrees, and 81% had diplomas or associate degrees only. There were new nursing programs in state institutions, but many did not meet RN needs because of lack of accreditation and other problems. Because Federal, state, and private sources of financial aid were readily available, educational costs were no great obstacle. Citing inadequate salaries (much below private hospital levels) as the chief handicap in recruitment and retention, the Governor's Standing Committee on Nursing recommended higher salaries, together with improvements affecting patient care, recruitment, administration, and education.

Increases of 11% and 5%, respectively, were urged in the proportion of baccalaureate and graduate degree holders.

See also: item numbers 104, 144, 363, 537.

5900 EDUCATION

See: item numbers 56, 182, 209, 525.

5920 ADULT EDUCATION

375. THE PROFESSIONALIZATION OF ADULT EDUCATORS IN NEW YORK STATE. Wright, Joan W. EDRS PRICE MF $0.65, HC $3.29. Paper presented at the Adult Education Research Conference, New York City, February 2-5, 1971. Feb. 1971. 20p.
ED 049 414

Two hundred New York State adult educators drawn from (1) directors of continuing education in the units of the State University of New York, (2) directors of continuing education in the public schools, and (3) Cooperative Extension agents responded to a mail questionnaire that sought to ascertain the extent to which they had been exposed to the socializing influences of the structural attributes of professionalization and their attitudinal scores as measured by Hall's Professionalization Scales. The data revealed that the three groups were dissimilar in their exposure to the socializing influences of professionalization. Although analysis of variance revealed no significant differences between groups on any of the attitudinal attributes, multiple regression analysis found few significant predictors of any of the attitudinal attributes, and none that had impact across organizations. The study concluded that adult educators are not a population, and that professionalization does not necessarily proceed on a uni-dimensional continuum.

See also: item numbers 197, 218.

5950 LAW

376. CLE AROUND THE COUNTRY: MULTI-STATE INSTITUTES. Kull, Ronald L. In The Practical Lawyer; v14 n5. May 1968. p8-11+

A survey of continuing legal education programs during 1967-1968 revealed two major problems: inefficiency in continuing legal education on a national basis; and the problem of creating a comprehensive program of continuing legal education in states with small bar associations. The feasibility of multistate institutes was examined and recommended. It was felt that it was possible for the Association of Continuing Legal Education to provide a vehicle by which various individual administrators could discuss future plans and unify their work in this regard.

See also: item number 13.

6000 RELIGION

377. CONTINUING EDUCATION INTERESTS OF WISCONSIN TOWN AND COUNTRY CLERGYMEN. Shimel, William A. Wisconsin University. University Microfilms (Order No. 68-16,022). Ph.D. Thesis. 1968. 290p.

Objectives of this study were to identify subject matter areas of education interest to town and country clergymen; to determine their perception of the appropriate role for a university in presenting continuing education activities to clergymen; and to determine if knowledge related to clergymen's background, current situation, and attitudes would be helpful in predicting their interest in identified educational subject matter, and their perception of the role of the university. Data were collected from 267 respondents by a mail questionnaire and statistically analyzed using the factor and multiple regression analysis techniques. Seven areas of interest to the town and country clergymen were identified: community improvement, adult education, congregation maintenance, youth problems, use of natural resources, individual development, and theological concerns and understanding. Some of the conclusions were: only a few clergymen would object to university involvement in the presentation of continuing education for town and country clergy; knowledge of a clergyman's background did not help in predicting his academic interests or belief of the role of the university.

See also: item numbers 359, 533, 565.

6050 MILITARY PROFESSIONS

378. HUMRRO RESEARCH ON OFFICER TRAINING. McClellan, William A.; And Others. Human Resources Research Organization, Alexandria, Va. EDRS PRICE MF $0.65, HC $3.29. Sep. 1970. 46p. ED 048 528

This document records the four presentations on officer training and education research programs made by members of the Human Resources Research Organization (HumRRO) staff at a briefing sponsored by the Office of the Deputy Chief of Staff for Individual Training at Headquarters, U.S. Continental Army Command in July 1970. The presentations provide information about selected HumRRO research projects, summarizing the work, describing progress to date and giving a forecast of future demands to be placed on military leaders and advisors. Some of the components of the training were: leadership, manager and technical specialist training; work units concerned with systems engineering at the battalion level--developing methods for increasing the effectiveness of the battalion command group through analysis of the interactions commander and staff; work unit SKYGUARD to develop an improved defense officer advanced course; and the development of a technique for creating cultural self awareness. The briefing was the fourth in a series on HumRRO training research and development programs.

379. COLLECTED PAPERS PREPARED UNDER WORK UNIT REPAIR. TRAINING OF ELECTRONICS MAINTENANCE PERSONNEL. Human Resources Research Organization, Alexandria, Va. NTIS (AD-717-257). Nov. 1970. 41p.

During the period 1957-60, comprehensive information was gathered on individual maintenance jobs for Army field radio repairmen (MOS 296). Characteristics of equipment referrals and repairman procedures in troubleshooting and repair were obtained and used in constructing tests, evaluations of the men, and experimental training courses. Papers have been prepared on the implementation of functional context training in a radio repairman course, a followup study of experimentally trained and conventionally trained field radio repairmen, the development and evaluation of an experimental field radio repairman course, and comparison of experimental and standard course graduates after field experience. (Seven tables and nine references are included.)

380. WEAPONS SYSTEM ACQUISITION CURRICULUM. Halladay, Maurice Elmer; Murray, Joseph Walter. Naval Postgraduate School, Monterey, Calif. NTIS (AD-717-581). M.S. Thesis. Dec. 1970. 127p.

A study was done to develop the curriculum that would use six academic quarters in the most effective manner to produce graduates who could function effectively within the existing Department of Defense acquisition system and who could simultaneously assess and improve the system. The method followed was to create a project manager model, then test the elements of existing applicable academic courses and selected military acquisition curriculums against the model attributes in a course evaluation matrix. Elements shown to be valuable were integrated into a project centered curriculum consisting of a central core of project management courses and a series of basic academic discipline courses. The project management core interacts with a series of inputs simulating the life cycle of a typical project. Academic discipline course are sequenced to be of immediate applicability in producing desired output documentation. (The report includes flow charts, 14 references, and an appendix with a highly detailed description of the recommended curriculum.)

381. U.S. ARMY PRIMARY HELICOPTER SCHOOL TRAINING PROGRAM PERFORMANCE NORMS. Barnes, John A.; Statham, Flavous D. Human Engineering Labs., Aberdeen Proving Grounds, Md. NTIS (AD-707-372). Apr. 1970. 92p.

The helicopter training program of the United States Army differs from those of the other services in preparing nonpilot servicemen, rather than fixed wing pilots to fly helicopters. This report covering 10 November 1968 through 30 March 1969 (a time of year with many days of adverse flying weather) provides performance norms for trainees at the Army Primary Helicopter School, Fort Wolters, Texas. It represents a first step toward establishing normative data applicable to all Army helicopters. Data are given by trainee type (officer or warrant officer candidates), aircraft used, maneuver part, and maneuver. (Six references and 74 figures and tables are included.)

382. MUNICIPAL GOVERNMENT EFFORTS TO PROVIDE CAREER EMPLOYMENT OPPORTUNITIES FOR THE DISADVANTAGED. Decker, Floyd A.; And Others. National League of Cities, Washington, D.C. NTIS (PB-189-912). Dec. 1969. 153p.

The study, conducted in Dayton, Detroit, El Paso, New York City, San Francisco, and Washington, D.C., investigated efforts to create municipal career employment and training opportunities for those who cannot meet traditional entrance requirements. It also examined the impact of programs on municipal services, and ways in which such programs can be effectively carried out. Inadequate planning time, inadequate Federal funding, and program constraints limiting types of careers that can be created, were major problems. It was found that New Careerists could improve the content and delivery of municipal services, especially welfare client counseling and personal assistance and improvement of agency client relations. Despite shortcomings in placement, promptness, and work habits of trainees, most supervisors and other employees expressed satisfaction with trainee attitudes and performance. However, New Careers as now structured cannot be expected to meet municipal manpower shortages. Its emphasis on human services fails to consider the special employment problems of unemployed males, or the severe manpower shortage in such basic community operation and maintenance services as air pollution control engineering and public works waste treatment, and transportation.

383. GRADUATE EDUCATION OF AIR FORCE LINE OFFICERS. Taylor, John N.; Valentine, Dennis E. Air Force Human Resources Lab., Brooks AFB, Tex. NTIS (AD-707-510). Jan. 1970. 31p.

This study was undertaken as a quantitative description of graduate degree holders within the Air Force line officer force; specifically, those on active duty between 1961 and 1968. Basic data sources were the Uniform Officer Record (UOR) and the UOR reformat, a historical research file maintained by the Personnel Research Division. Records of officers on active duty as of June 1968 were examined to determine how and when they obtained their degrees, and the academic specialties and degree levels involved. The population was also examined at different times during 1961-67 to determine distributions and growth rates among the various duty occupational groups. Retention rates for line officers with graduate degrees were obtained and compared with retention rates for all line officers during that period Information reflecting the distribution by rank of the graduate degree holders for 1961 and 1968 was also given. (Included are 22 tables and charts, group designation from UOR files, and additional information on graduate degree holders within the line officer hierarchy.)

See also: item numbers 211, 212, 378.

6125 SOCIAL WORK

384. IN-SERVICE EDUCATION FOR CASE WORKERS IN HOME MANAGEMENT IMPROVEMENT FOR WELFARE RECIPIENT FAMILIES IN TEN EASTERN KENTUCKY COUNTIES. Morehead State University, Ky. School of Applied Science and Technology. EDRS PRICE MF $0.65, HC $3.29. Aug. 1970. 40p. ED 042 993

Morehead State University conducted inservice workshops in home management for 42 social caseworkers in eastern Kentucky. The subjects covered were community resources; family planning; clothing, gardening, and nutrition; and environmental sanitation and home nursing. Teaching methods included lectures, field trips, buzz sessions, questions and answers, group presentations, movies, film strips, and transparencies. Participants felt the most interesting subjects were sanitation, home nursing, gardening, family planning, and nutrition for the elderly. The lecture method was rated most effective; films and film strips were also ranked high; discussion groups were rated least effective. Before the workshops, sanitation and home nursing had been the least familiar topics; it was felt that they were well covered but there was a need for more material on home nursing. After several weeks a followup questionnaire showed that participants felt the information about food stamps and donated food programs, environmental sanitation, community resource agencies, and home nursing had been most beneficial to case workers when working with clients. Money management and family planning were topics they felt least prepared to discuss with their clients.

See also: item number 177.

6130 CORRECTIONAL PERSONNEL--ALSO VOLUNTEERS

385. THE VOLUNTEER IN WASHINGTON STATE ADULT CORRECTIONS. Adams, Charles; And Others. Washington State Dept. of Social and Health Services, Olympia. Office of Probation and Parole. EDRS PRICE MF $0.65, HC $3.29. May 1970. 40p. ED 048 568

A survey was made of the adult volunteers who are working in the Washington State rehabilitation program for offenders. A closed-end questionnaire was submitted to a sample of 220 volunteers to gather hard core data such as age, sex, marital status and also information on kind of work done, what their attitudes were toward the Washington correctional system, and why they were volunteers. Of the 124 respondents to the "Volunteer Poll," the majority (56%) were in the middle age group (35-49); 98% were white males; 92% Protestant; most had at least some college work, with many graduate degrees. They were largely professional salaried workers with incomes over $10,000. Most of the volunteers were working for altruistic reasons; they felt that reasons for criminal activities were lack of love and understanding, broken homes, and lack of moral guidance. Few had known much about corrections before volunteering and the screening they received was shown not to be uniform. The majority, working in institutions, were involved in sponsorship and visitation; those working in the community were involved in parole sponsorship and job placement. Most felt that the goal of corrections was rehabilitation and that their work was important toward this goal.

6150 TECHNICAL EDUCATION

386. DETERMINATION OF SELECTED COSTS OF FLIGHT AND SYNTHETIC FLIGHT TRAINING. Jolley, Oran B.; Caro, Paul W. HumRRO. NTIS (AD-706-764). Apr. 1970. 44p.

As part of an analysis of the value of synthetic (simulated) training in the U.S. Army Aviation School, costs associated with the conduct of flight and synthetic training in the instrument phase of the Army's Officer/Warrant Officer Rotary Wing Aviator Course (helicopter operation) were identified and computed separately for each type of training. It was found that, for the factors considered, the hourly cost of flight training at the time of this study (September 1966) was about six times as great as the corresponding cost of synthetic flight training. The report describes sources for and treatment of data, and the major assumptions made in allocating the costs. (Twenty tables and an organizational chart are included.)

387. DETERMINING TRAINING REQUIREMENTS FOR ELECTRONIC SYSTEM MAINTENANCE: DEVELOPMENT AND TEST OF A NEW METHOD OF SKILL AND KNOWLEDGE ANALYSIS. Shriver, Edgar L. George Washington University, Alexandria, Va. HumRRO. EDRS PRICE MF $0.65, HC $6.58. Aug. 1963. 107p. ED 040 846

This is the report of a study designed to develop and test methods of deriving, directly from an analysis of the system or its surrogate, an effective and economical set of skills and knowledge for operating and maintaining a weapon system. Two methods for analyzing electronic weapon systems were developed, one method for the operator task and one for the maintenance task. These methods were then used to establish the content of a training program for the operation and maintenance of the M33 Antiaircraft Fire Control System. A 12-week (400 academic hours) experimental training program was administered to a group of students who were matched in background with a group of students from the standard 30-week (1000 academic hours) M33 repairman course sequence. After graduation from their respective courses, 20 students from the experimental group and 17 students from the standard group were tested as repairmen. They were tested on their ability to energize, adjust, and troubleshoot the individual parts of the M33 system. Both groups of students scored equally well on this performance test. The researchers concluded that considerable training time can be saved, with no loss in performance skill, using a training course based on the methods developed in this research.

388. EXPERIENCE ON-THE-JOB AND FORMAL TRAINING AS ALTERNATIVE MEANS OF SKILL ACQUISITION: AN EMPIRICAL STUDY. Maton, J. In International Labour Review; v100 n3. Sep. 1969. p239-255.

On the results of a survey carried out among ten undertakings in Belgium and six in Argentina with a sample of 200 to 300 skilled workers, middle-level technicians and assistant engineers, a comparative study was made of the time requirements for various combinations of training--formal training and on-the-job experience. The primary school graduate has the choice between zero and six years of technical secondary education. Each additional year of such training will exempt him from a period of experience on the job. In this way, the possible combinations necessary to become a tool and die-maker can be determined; these combinations can be represented by curves of possible choices. Using the results of the survey, scatter diagrams of the combinations were plotted for each category of worker. Using regression analysis, representative empirical curves and possible training combinations were determined. The analysis of these curves leads to a set of training of practical experience while undergoing formal training are taken into account, it can be stated that in conditions favorable to skill diffusion, selected workers may become highly skilled through practical experience equally well as through formal training. The introduction of the senior cycle of secondary education shifts the training to the school and its finance to the government from industry.

389. IS MOTION NEEDED IN FLIGHT SIMULATORS USED FOR TRAINING? Cohen, E. In Human Factors; v12 n1. Feb. 1970. p75-59.

Although flight training curriculums demand that pilots learn to disregard bodily sensations of motion, aircraft motion can be an important source of information to pilots; and sometimes can also degrade pilot performance. Considerably evidence is adduced that motion in flight simulators produces significant training benefits; but there is a scarcity of data on the consequences of different degrees or methods of motion simulation. To produce the sensation of miles of aircraft motion with a few feet of simulator motion requires consideration of various aspects of human sensitivity to motion. Some of the complications in obtaining motion-threshold data are discussed; and two illustrations of the use of these data in optimizing motion simulation are given.

390. LEARNER-CENTERED INSTRUCTION (LCI): VOLUME VII. EVALUATION OF THE LCI APPROACH. Final Report. Pieper, Willaim J.; And Others. Applied Science Associates, Inc., Valencia, Pennsylvania. NTIS (AD-713-111). Feb. 1970. 102p.

An evaluation of the learner centered instruction (LCI) approach to training was conducted by comparing the LCI F-111A weapons control systems mechanic/technician course with the conventional Air Force course for the same Air Force specialty code (AFSC) on the following dimensions: job performance of course graduates, man-hour and dollar costs of the two courses, and student acceptability and instructor problems for the LCI course. Measures of job performance included a job performance test, an Air Force practical test, the supervisors' ratings, and a substitute job knowledge test. The graduates were measured both at end-of-course and again after five months in the field at field follow-up.

391. THE DEVELOPMENT OF A COMPUTER-DIRECTED TRAINING SUBSYSTEM AND COMPUTER OPERATOR TRAINING MATERIAL FOR THE AIR FORCE PHASE II BASE LEVEL SYSTEM. System Development Corp., Santa Monica California. NTIS (AD-702-529). Nov. 1969. 291p.

The report describes a study concerned with the design, development and evaluation of an integrated Computer Directed Training Subsystem (CDTS) for the Air Force Phase II Base Level System. The development and evaluation of a course to train computer operators under CDTS control is also described. Detailed results for validation of the computer operator course and formal qualification tests for the CDTS are presented. Findings and recommendations with respect to the current CDTS recommendations for additional capabilities and further implications are discussed. It was recommended that the improvements to the current system as well as the additional capabilities be given strong consideration for implementation as this would aid the production and presentation of training material, facilitate the operation of the system and permit increased data analysis of individual/group performance. The use of the CDTS as a research tool should be exploited.

392. A GENERAL SUMMARY OF PSYCHOLOGICAL RESEARCH IN SUPPORT OF TECHNICAL TRAINING. Dubois, Philip H. Washington University, St. Louis, Mo. NTIS (AD-708-447). Final Report. 1970. 19p.

A summary is presented of psychological research on technical training. Chief emphasis was on developing a methodology for the scientific investigation of intact (national) training situations. Correlational methods in which the final criterion measure is residualized with respect to initial trainee status, were explored in various contexts. Contrary to earlier findings, learning and intelligence were found to be related. (The document includes conferences, speeches, symposia, and a bibliography.)

See also: item numbers 133, 135, 153, 174, 436, 561.

6200 MANAGEMENT, SUPERVISION

393. ASSESSING ACCEPTABILITY. Haining, B. In Personnel Management; v2 n10. Nov. 26, 1970. p22-24.

The Food, Drink and Tobacco Industrial Training Board made a survey (February to April 1970) to assess the reaction of the industry to its policies and practices. A random sample of 280 leviable companies was taken in terms of industry and size. The evaluation took one of two forms--either a questionnaire which was completed and analyzed, or a questionnaire supplemented by a personal visit. The survey showed an overall 73% of units claimed an increased awareness of the benefits of training since the Board's formation. This represented 81% of units of more than 100 employees and 50% of smaller units. Activity lagged somewhat behind interest. An overall 55% claimed an increase in activity. There was a significant difference between large and small firms. In units of more than 100 employees 82% had increased activity. In smaller firms only 41% had done so. From evidence of the survey it was concluded that the first elements of working communication and cooperation had been achieved. These must be sustained and strengthened to form a foundation on which a structure of training service and consultancy can be built.

394. AN EMPIRICAL STUDY OF A MODEL AND STRATEGIES FOR PLANNED ORGANIZATIONAL CHANGE. Frohman, Mark A. Michigan University. NTIS (AD-713-231). Sep. 30, 1970. 203p.

The document reports on the test of a model of planned social change. Based on the Lewinian model, the research examines the relationship of some background variables and intervention strategies to subsequent change within the sales organization of a manufacturing firm. Four programs, using different intensities of outside resource assistance, were studied for their success in producing organizational development, controlling for prior level of job-related tension, valence, and potency. A theoretical model presented three stages through which a planned social change will move: unfreezing a system, moving a system, and refreezing that system through organizational development techniques to insure a stabilized change. Finally, findings (notably the role of intensive consultation in behavior change) were discussed, followed by limitations of the study. (Questionnaires and an extensive bibliography are included.)

395. BEHAVIORAL SCIENCE RESEARCH AND THE CONDUCT OF BUSINESS. Dunnette, Marvin D.; Brown, Zita M. In Academy of Management Journal; v11 n2. 1968. p177-188.

Academy of Management Journal sent the titles and authors of 33 well known and widely cited articles and books related to behavioral scientists' contributions to business management to 200 executives. Ss were asked to indicate which they had heard of, actually read, and used in their management jobs. Results show a marked discontinuity between contributions regarded most highly by industrial psychologists and those viewed as significant and useful by the Ss replying to the survey.

396. AN EVALUATION OF PROJECT WORK IN PORTS MANAGEMENT COURSES. Rosen, M.; Hyder S. DOCUMENT NOT AVAILABLE FROM EDRS. Available from The National Ports Council, 17 North Audley St., London. W1Y 1WE, England (single copies gratis; prices for quantities on application) Training Research; Occasional Paper No. 2. 1970. 40p.

An investigation was made into the use of project work in management education; it was in three phases--collection of a range of project models, evaluation of a particular type of project (that undertaken on the middle management courses run for the ports industry by three technical colleges and institutes), and recommendations on project supervision for management teachers. Former course members (70) were surveyed to gather data on their organizations and job tenure, age, identification of the problems studied, degree of implementation of their projects, financial benefits of projects to the organizations, personal benefits, and suggestions for increasing benefits of project work. Twenty of the course members' managers were interviewed in nine of the ports visited; also the course directors, training officers, and personnel managers at several ports. Of the 70 students, 60 said their projects were potentially implementable; and 54 projects involved financial gain to the organization. Course directors felt projects should use a technique covered in the course, be practical and implementable, and of financial benefit to the organization and personal benefit to the student. Most of the managers felt the project had benefited their organizations and broadened the students' outlook.

397. **MEN IN MID-CAREER: A STUDY OF BRITISH MANAGERS AND TECHNICAL SPECIALISTS.** Sofer, Cyril. Available from Cambridge University Press, 32 East 57th Street, New York, N.Y. 10022 ($11.50). 1970. 398p.

Based on research within the Management Studies group of the Department of Engineering at Cambridge University, this study exposes the problems which British business and industrial concerns pose for their high level employees at midcareer--often a period affording the last chance for a manager or specialist to make a radical break in his career pattern. The first few chapters describe a pilot study in an oil company, and review the present state of knowledge on careers, employment in bureaucracies, work roles, and personality traits of industrial managers. Other chapters, drawing on interview data from a sample of managers and technical specialists in a British plastics company and an American owned motor manufacturing firm, juxtapose two basic points of view: senior managers, who see their high level personnel as human resources; and the individuals themselves, for whom a career is the repository of their identity as well as part of a task oriented system. Management development opportunities and programs in the two firms are evaluated (and found somewhat inadequate) in the light of the executives' great concern with prospects for advancement.

398. THE EFFECT OF MANAGERIAL TRAINING ON ORGANIZATIONAL CONTROL: AN EXPERIMENTAL STUDY. Baum, Bernard H.; And Others. In Organizational Behavior and Human Performance; v5 n2. 1970. p170-182.

Compared participants in a management training program involving concepts and techniques of "power-equalization" and the "interaction-influence" model (experimental group) with a control group before and three months after training. A.S. Tannenbaum's control questionnaire was employed to determine the effect of such training on the organizational control structure. Change in the direction toward a more equalitarian control structure was found in the experimental group.

399. A STUDY OF MANAGEMENT GAMES AS A TRAINING METHOD. Gerstenfeld, Arthur; Maynard, Paul. Training and Development Journal; v25 n3. Mar. 1971. p12-14.

Results of a questionnaire sent to 360 companies and universities showed all but one favorable toward management games and indicated continuing, successful use of games.

400. BUILDING AN EFFECTIVE WORK TEAM. Maugham, Iain. In Training and Development Journal; v25 n1. Jan. 1971. p20-29.

This experimental management development program combined T group sensitivity training, role clarification, and setting of objectives in an attempt to build more effective interpersonal relations among members of a departmental working unit. After training, experimental groups found it easier to approach their respective leaders, viewed group meetings more favorably, but scored high on factors associated with submission and group leader control. (Questionnaire. Schedule. Two figures. Twelve references.)

401. CONTROL IN ORGANIZATIONS. Tannenbaum, Arnold S. Available from McGraw-Hill Book Company, 330 W. 42nd Street, New York, N.Y. 10017 ($9.95). 1968. 337p.

Based on empirical social research in unions, voluntary associations, colleges, business, and industry, the explorations reported here focus on questions of theory and practice in organizational control. Part 1 presents the main concepts and illustrates their application in a variety of settings, including several industrial organizations in Yugoslavia. The second part examines relationships between performance and aspects of control, with attention to members' reactions and adjustment as well as to indices of organizational effectiveness. (One paper in this section traces a planned organizational change in which the introduction of "participative management" procedures into a company's production departments led to improved communication among different levels.) Studies in Part 3 consider the effects of control on the satisfaction, personalities, and conformity behavior of members. Other chapters deal with mechanisms of control in local trade unions, differing concepts and measures of control, and a summary of findings on the impact of organizational control.

402. MANAGERIAL RELATIONS WITH DISADVANTAGED WORK GROUPS; SUPERVISORY EXPECTATIONS OF THE UNDERPRIVILEGED WORKER. King, Albert Sidney. Texas Tech. University. University Microfilms (Order No. 71-535). D.B.A. Thesis. May 1970. 336p.

The major purpose of the research was to develop an interrelated set of theoretical propositions which are directly related to problems in managing underprivileged workers. These propositions were operationally tested to provide managers with useful manpower and training information. The study explored the effects of management expectations experimentally as well as theoretically; and sought to illustrate that disadvantaged employees from whom supervisors expected greater abilities would tend to reflect such abilities in superior performance. (Included are 13 tables and figures, an extensive bibliography, administrative test instructions for supervisory and training personnel, and a confidential report of high achievement potential for welder training.)

403. MIDDLE MANAGERS' EXPECTATIONS OF THE FUTURE WORLD OF WORK: IMPLICATIONS FOR MANAGEMENT DEVELOPMENT. Haas, John Arthur. Pittsburgh University. University Microfilms (Order No. 70-2053). Ph.D. Thesis. 1969. 195p.

The middle manager of today needs to acquire new skills and knowledge to enable him effectively to manage tomorrow's corporation. The purposes of this study were: to provide a means by which managers may assess the future world of work and to describe it by means of these assessments; and to compare present with past predictions of the same future point in time, in order to identify continuing and changing trends; and to examine the effects an assessment of the future has on managers' subsequent plans for their own training and development. Two instruments were developed, a World of Work Questionnaire and a Personal Development Plan. The former is divided into two parts--one containing items considered rational in context, the other behavioral items. The latter instrument listed various skills ability, areas of knowledge and training methods. Managers were asked to indicate for each the value to them of receiving further training. A total of 139 managers responded. Present predictions were found to agree with past ones. The study also demonstrated that opportunity to attend to particular aspects of the future can lead managers to broaden the scope of what they considered relevant training for them.

404. MANAGEMENT TRAINING AND EVALUATION BY MAJOR UNITED STATES INDUSTRIAL CORPORATIONS. Sheffieck, Charles Fauriaux. Wayne State University. University Microfilms (Order No. 70-3443). Ed.D. Thesis. 1969. 181p.

This nationwide questionnaire survey covered the history, present organization, top management involvement, and other features of the total system of management training and evaluation in a random sample of corporations appearing among the largest 500 listed in "Fortune" (June 15, 1968, issue) and having at least one member listed in the 1968 American Society for Training and Development (ASTD) membership directory. There were 73 usable responses. Data was obtained on corporate sales, net profit, number of employees, and individual ASTD membership by chief corporate training officers. These were among the major findings: (1) 96% of participating corporations had management training activities, 96% also conducted formal evaluations of the training function, and 86% stated that organizational development was part of their corporation strategy; (2) 82% of the chief corporation training officers stated they saw a positive change in top management attitudes toward management training; (3) 96% of these training officers were college graduates, and 52% had advanced degrees; (4) 62% of respondents reported that the amount of evaluation of their management training programs had increased in recent years.

405. MANAGEMENT DEVELOPMENT PROGRAMS IN THE SUDAN: A COMPARATIVE STUDY. El Jack, Ahmed Hassan. California University, Los Angeles. University Microfilms (Order No. 70-8138). Ph.D. Thesis. 1969. 289p.

This is a case study of management development in the Sudan, as playing an important, if not the most important, role in the process of economic development. Based on secondary data, it describes and appraises what is being done. The appraisal is based on the experience of other countries, particularly that of Egypt and Indonesia. It was found that late-starting countries could rely on knowledge developed in the advanced countries; that the Operational School of Management is most commonly used because of its simplicity and practicability; that more training is given in the public sector than in the private; and that training for top administrators in both sectors is lagging behind that for middle management.

406. A STATISTICAL STUDY TO ESTIMATE THE PERCEIVED TRAINING NEEDS FOR A FRAME OF ORGANIZATIONS IN HUDSON COUNTY, N.J. Butler, Thomas F. New York University. University Microfilms (Order No. 69-19,159). Ph.D. Thesis. 1969. 204p.

The study aims at uncovering, and broadly classifying, managerial and supervisory training needs, as seen by the chief executive in a frame of organizations for Hudson County, New Jersey; large and small organizations were compared, a small organization being defined as having less than 100 employees. Manufacturing, transportation, wholesale and retail, and service industries were possible sampling units. Data were collected by means of a questionnaire and personal interviews. Almost all executives saw high utility in management development. Of organizations that would encourage training, the large majority would also make financial assistance available to trainees. In both large and small organizations, principles of management and human relations ranked as the most pressing needs. Half of the executives saw the lower level of management as most in need of training; however, in large organizations an equal percent (50) selected middle management and in small organizations 26% saw the middle level and 15%, the upper level as most in need of training. Most organizations favor in-company training handled by their own people; in the future they may combine outside training with inplant programs. Twenty-five percent of large, and 13% of small organizations, reported that they had a formal managerial training program.

407. THE INTERNATIONAL LABOR ORGANIZATION AND MANAGEMENT DEVELOPMENT IN UNDERDEVELOPED COUNTRIES (VOLUMES I AND II). Abou-Aish, Abdallah Mohamed. California University, Los Angeles. University Microfilms (Order No. 70-9921). Ph.D. Thesis. 1969. 1042p.

This study dealt with the effectiveness of international management development assistance given underdeveloped countries by the International Labour Organisation (I.L.O.), under the framework of the United Nations. It traced, described, and analyzed I.L.O.'s strategies, resources, and programs applied until 1965 and developed a scheme for evaluating the effectiveness of the assistance. Data were obtained mainly from United Nations records. Several case studies covering operations over four to five years were constructed. Interpretive and evaluative open-ended interviews were conducted with persons involved in the programs; and a brief survey made in some non-I.L.O.-assisted countries served as a comparative frame of reference. The study showed the I.L.O.'s interest in management development was essentially derived from its primary goals of improving labor conditions; relatively weak resources were committed to its assistance role and assistance was essentially limited to narrow fields of functional specializations. It tended to be based on inadequate recognition and definition of national characteristic problems, and environmental context; the goals of projects fell short of dealing with the real needs on a national scale.

SUBJECT INDEX

SECTION subject

408. THE EXPERIENCED MANAGER, A MAJOR RESOURCE. Mant, Alistair. British Inst. of Management, London (England). Available from British Institute of Management, Management House, Parker Street, London W.C.2, England (25s). Dec. 1969. 53p.

Results are presented of a survey of British top executives (largely from smaller companies) as to general difficulties and specific educational or developmental needs facing experienced business managers. First, a definition of an experienced manager is elaborated, followed by familiar managerial types, conditions conducive to learning, the internal dynamics of company manpower systems, and typical forms of management development. Next comes a brief review of educational sources, including relevant government departments. Two findings are stressed: (1) most company heads who feel they have successfully dealt with motivation, mid career job improvement, obsolescence, and other management development problems had done so through organizational improvements and more appropriate management styles rather than by training; (2) most successful programs were closely job oriented and involved problem oriented project work, preferably in collaboration with outside schools and consultants. Further questions as to clientele, educational wants or needs, suitable methods and settings, and likely sources of experimentation and change are raised in the conclusion. Appendixes give additional data on managers' attitudes, perceptions, and expectations.

409. COMPARATIVE STUDY OF UNDERGARDUATE BUSINESS MAJORS WITH UNDERGRADUATE NON-BUSINESS MAJORS. Albanese, Robert. In *Training and Development Journal*; v24 n10. Oct. 1970. p34-36.

Business and economics students performed significantly poorer than arts and science students on course tests and on the School and College Aptitude Test and the Graduate Record Examination.

See also: item numbers 117, 121, 139, 142, 145, 148, 150, 181, 262, 351, 394, 408.

6300 LABOR EDUCATION

410. EDUCATION WITHOUT END. Jones, H.A. Available from Leicester University Press, Leicester, England (5s) An inaugural lecture delivered in the University of Leicester, 26 November 1968. 1969. 26p.

Beginning with efforts by such notable Victorian adult educators as David James Vaughan and Frederick Denison Maurice, and extending through the early British University extension movement, the Workers' Educational Association, and the continuation and technical evening schools to the postwar involvement of local educational authorities in general (largely cultural and recreational) adult education, the British worker education movement has undergone distinct changes in emphasis and clientele. More recently, the Industrial Education Act of 1964 has continued to affect the course of British adult education through the activities of the Central Training Councils. At the same time, through extension teaching, adult education research, and professional adult education courses, the Department of Adult Education at the University of Leicester has been a leader in improving and broadening continuing education opportunities for many clientele groups. (The document includes 26 references.)

See also: item numbers 74, 411.

6500 OCCUPATIONAL EDUCATION--IND. TRAINING--VOCATIONAL REHABILITATION

411. MAJOR COLLECTIVE BARGAINING AGREEMENTS: TRAINING AND TRAINING PROVISIONS. Lunden, Leon E. U.S. Department of Labor, Washington, D.C. Bur. of Labor Statistics. EDRS PRICE MF $0.65. HC available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (0.50). Mar. 1969. 44p. ED 043 817

This report analyses approaches to training of workers developed by parties to collective bargaining agreements. The Bureau of Labour Statistics examined 1823 major collective bargaining agreements each covering 1000 workers or more. Fewer than 20% (344) of the agreements contained training and retraining provisions. Training clauses (provisions) were concentrated in six industries; transportation equipment, communications, machinery (except electrical), primary metals, utilities, and food industries. Three unions in particular were parties to significant numbers of negotiated training and retraining provisions: the Steelworkers (27), Auto Workers (40), and the Brotherhood of Electrical Workers (27). About 25% of the provisions (86 of 344) involved firms that employed 5,000 workers or more. A classification of agreements into groups by employment size indicated that the incidence of training provisions increased with the size of the bargaining unit. The nature and methods of training and the administration of provisions are also discussed. (Appendixes include selected training and retraining provisions; union sponsored programs in the maritime industry; and an identification of clauses.)

412. THE COLLECTION AND ANALYSIS OF HUMAN FACTORS DATA IN TASK ANALYSIS. Kempf, Rodney Paul. Naval Postgraduate School, Monterey, Calif. NTIS (AD-709-061). Masters Thesis. Apr. 1970. 52p.

The paper develops a questionnaire to be used in determining the necessity of various human factors to the successful performance of any particular job. Included in the proposed questionnaire are 58 characteristics and a scheme for rating the variables. A program is developed for analyzing the data collected. A two-way analysis of variance by ranks is used to detect significant difference between the characteristics, and, given a difference exists, a method similar to the multiple range test is employed to separate the several characteristics into significance groups, the various groups being ranked on an ordinal scale.

413. PRICIPLES OF SKILL ACQUISITION. Bilodeau, E.A.; Bilodeau, Ina Mcd., Ed. Academic Press, Inc., 111 Fifth Avenue, New York, N.Y. 10003. Nov. 1970. 368p.

Perceptual motor skill learning and performance are studied both within experimental psychology and in engineering, industrial, military, and athletic settings. Although this text includes references to uses of basic findings and to basic findings in applied settings, it is intended as a survey of skill as a part of the experimental psychology of human behavior. Chapter I includes an introduction to the field and a historical review of the areas of research that have been emphasized. Chapter 2 offers a view of the development of skill in the early years of life and outlines a developmental hierarchy of skill. Chapters 1-4 provide a broad introduction to perceptual motor behavior. Chapters 5-9 are treatments in depth of current research areas--individual differences, retention, transfer of training and feedback. Chapters 10, on tracking, and 11, on selective learning, survey a wide range of variables and are overviews of the variables in human behavior. Chapter 11, in addition, seriously treats its variables within a general theory of learning. Each chapter is extensively referenced.

414. CAREER THRESHOLDS: A LONGITUDINAL STUDY OF THE EDUCATIONAL AND LABOR MARKET EXPERIENCE OF MALE YOUTH 14-24 YEARS OF AGE. VOLUME I. Parnes, Herbert S.; And Others. Ohio State University, Columbus. Center for Human Resource Research. EDRS PRICE MF $0.65, HC $9.87. Feb. 1969. 264p. MP 000 718

To examine the relationship between selected demographic, attitudinal, and educational characteristics of male youth in the United States and their labor market experience and occupational aspirations, data were collected by interviews, which are to be continued annually over a 5-year period, with a national sample of 5,225 non-institutional civilian males, 14-24 years of age. It was found that: (1) Despite the substantial inter-color differences in most aspects of labor market status and experience, there is surprisingly little difference between black and white high school students with respect to their educational or occupational goals, (2) Among students and nonstudents alike, labor force participation is directly related to age, and (3) Young men with vocational training outside of regular school tend to have a greater knowledge of the world of work than those who have not, and they also enjoy a pay differential over those without training.

415. AN ANALYSIS OF FACTORS ASSOCIATED WITH PERCEPTION OF ROLE BY STATE SUPERVISORS OF VOCATIONAL EDUCATION. Magiosos, Joel Hans. University Microfilms (Order No. 69-11,667). Ohio State University, Columbus. Ph.D. Thesis. 1968. 228p.

To develop a basis for understanding the relationships between change orientation of state supervisors of vocational education and selected individual, intraorganizational, and extraorganizational factors, 12 major hypotheses and 63 pairs of null and alternative hypotheses were formulated upon the basis of a theoretical framework. Responses to a mailed questionnaire were obtained from 191 of 224 state division personnel in eight states randomly selected from two size-strata of a 31-state study population. Kolmogorov-Smirnov, chi-square, and Spearman coefficient of correlation were utilized in statistical analysis. Supervisors at higher job levels were found to be more dynamic. More dynamic supervisors, (1) had more education, more college degrees, more returns to college after entering professional education, (2) had a higher perception of their salaries relative to others in the nation, (3) were more likely to have lived in smaller communities during elementary and high school, (4) were currently working in state divisions without personnel selection policies, and (5) were found to be female. It was generally concluded that state supervisors valued dynamic supervisory behavior, but differed within and between job level categories and state supervisory staffs. Further research to identify, cluster, and measure independent variables within this and other theoretical frameworks for study of orientation, behavior, and interaction of supervisors were suggested.

416. PSYCHOLOGY OF MEN AT WORK. Hinrichs, John R. In Annual Review of Psychology; v21. 1970. p519-554.

Reviews the research literature in industrial and organizational psychology between 1967-1969, with the exception of selection research. The presentation is organized in three major areas: (a) job content and contextual factors comprising the work environment, including task characteristics, the occupational role, leadership, communications, and rewards systems; (b) individual characteristics of ability, personality, motivation (needs, goals, expectancies, job attitudes); and (c) specific personnel management topics of industrial training, employment of minority groups, assessment, turnover, safety and accidents, labor relations, and research methods and techniques. It is concluded that although there has been significant progress toward the development and testing of theory, there is a need for more longitudinal research designs, standardization in research designs and instruments, and concern with research on socially relevant issues. (195 references.)

417. MICHIGAN MANPOWER PLANNING PROJECT (PHASE I). Michigan Office of Planning Coordination, Lansing. NTIS (PB-192-388). Nov. 1969. 47p.

Although the complete Michigan Manpower Planning Project will consist of at least four phases, this initial phase concentrates on the magnitude of the manpower development problem facing Michigan during 1970-1980. It seeks to determine what long range manpower planning data are being collected by the various State of Michigan departments, and what gaps exist which need to be rectified before a comprehensive state plan can be formulated. Tables are presented on the potential labor force by age group, specific age, and sex; expected labor force participation rates; Michigan's total expected labor force aged 24-26; and the total projected labor reserve, year by year, during the 1970-1980 decade.

418. MAN, HIS JOB, AND THE ENVIRONMENT: A REVIEW AND ANNOTATED BIBLIOGRAPHY OF SELECTED RECENT RESEARCH ON HUMAN PERFORMANCE. Mather, William G., III; And Others. National Bureau of Standards, Washington, D.C. NTIS (COM-71-00066). Available in paper copy from Superintendent of Documents, GPO, Washington, D.C. 20402 ($1.00). Oct. 1970. 109p.

Recent scientific literature was searched to review procedures currently being used to study human reactions to work and environmental stress. An ecological context is followed, considering task variables, environmental conditions, individual variations in subjects, and physiological, psychophysical, psychological, and sociological responses. The different types of research reviewed included analyses of on-the-job performance, simulations of real-life situations, laboratory experiments with human and nonhuman subjects, and clinical studies. A methodological program is suggested for measuring the expenditure of effort in work situations. In addition to an extensive bibliography, detailed abstracts of 190 research reports are presented.

419. THE SOCIAL SCIENCES AND MANPOWER RESEARCH (PROCEEDINGS, SECOND ANNUAL SUMMER MANPOWER RESEARCH INSTITUTE). Palomba, Neil A., Ed.; Jakubauskas, Edward B., Ed. Iowa State University (PB-193-397). 1969. 161p.

Designed as part of a manpower regional research institute, a one week symposium was held to promote manpower research, as well as higher quality research, at colleges and universities in the Great Plains states. Objectives included furthering the application of research to manpower action programs, and improving the effectiveness of university level instruction through an interdisciplinary approach to the study of manpower problems and issues. Papers dealt with the role and relevance of manpower research in meeting national problems of unemployment and underemployment; past programs and current needs as reflected in the Congressional agenda for human resource development; sociological contributions to manpower research; motivational and related psychological issues relevant to manpower training programs; subcultural differences and attitudes toward employment among the disadvantaged; the role of cultural patterns in manpower development; and the role of social science research in meeting urban problems. (Thirteen references and 45 Industrial Relations Center publications are included.)

420. SURVEY OF ADULT EDUCATION PARTICIPANTS; VOCATIONAL AND UNIVERSITY OF WISCONSIN EXTENSION STUDENTS. Wisconsin Departmental Research Center for Vocational Education, Madison. EDRS Price MF $0.65, HC $3.29. 1969. 43p.
ED 037 545

The primary objectives of this study were to learn why individuals enroll, discontinue attendance, and remain in part-time adult education (PTAE) courses. Populations within the study were 2,429 enrollees, 303 dropouts, and 1,559 persisters in the Vocational, Technical and Adult Education (VTAE) system and 223 enrollees, 5 dropouts, and 149 persisters in the University of Wisconsin (UW) Extension system. Questionnaires were administered in three phases, to enrollees, to dropouts, and persisters. Some conclusions were: (1) The primary reason for vocational participants to enroll in the PTAE program was "to perform better on the job" and the least significant reason was "preparation for a second part-time job," (2) UW Extension enrollees entered primarily "to become better citizens" and, like the vocational participants, their least concern was "preparation for a second part-time job," (3) Almost one-third of the vocational dropouts indicated a "work schedule conflict" as their reason, and (4) Vocational system persisters expressed stronger favorable attitudes toward their courses in the areas studied than did the UW Extension persisters. The questionnaire and 18 tables are included.

421. SURVEY OF ADULT EDUCATION PARTICIPANTS; VOCATIONAL, TECHNICAL, AND ADULT EDUCATION STUDENTS. Wisconsin St. Board of Vocational, Technical, and Adult Education, Madison. EDRS PRICE MF $0.65, HC $6.58. 1969. 104p. ED 037 546

Survey questionnaires were administered to 1,500 persons in 70 part-time adult education classes to secure information about the reasons for their participation and to gain insight into the relationships of demographic and socioeconomic data with these reasons. It was intended that the findings would assist in future program planning. Some findings were: (1) Adult students have a tendency to enroll in a continual fashion, (2) Approximately two-thirds participate for the primary reason of fulfilling a desire for general information and knowledge and to satisfy curiosity, (3) Important secondary reasons were to improve ability on the job, prepare for leisure activity, and spend time more enjoyably, (4) Enrollees in part-time industrial and general education courses had a lower level of educational attainment than the overall educational pattern, while those in business and graphic and applied arts had the highest levels, (5) Classes in business and graphic and applied arts had the lowest holding strength, and (6) Holding strength was greater for courses of less than 20 sessions and for those offered in general education and home economics. The questionnaire and 75 statistical tables are included.

422. REVIEW AND SYNTHESIS OF RESEARCH ON THE PLACEMENT AND FOLLOW-UP OF VOCATIONAL EDUCATION STUDENTS. Little, J. Kenneth. Ohio State University. EDRS PRICE MF $0.65, HC $3.29. Available also from the Center for Vocational and Technical Education, Ohio State University, 1900 Kenny Rd., Columbus, Ohio 43210 ($1.75). Feb. 1970. 54p. ED 037 543

This review of followup studies of graduates of vocational-technical education programs includes studies published since 1965 and covers the major fields of vocational-technical education at secondary, post secondary, and adult levels. Programs for special groups of individuals are also included. Two purposes of the review are (1) to identify the job histories of graduates and (2) to provide baseline data for program evaluation. The review is organized around the following topics: The Role of Followup Studies, General Surveys, Studies of Specific Programs, Summaries of Placement Information, Studies of Special Groups, Benefit-Cost Studies, Followup Studies Procedures, and Evaluation Summary. A 101-item bibliography is included.

423. KEYBOARD OPERATING IN THE PRINTING INDUSTRY. Keohane, Jennifer. Available from National Institute of Industrial Psychology, 14 Welbeck Street, London WiM 8DR, England. Dec. 1969. 71p.

The work of keyboard operators in the printing industry was studied with a view to recommending, if possible, better methods of selection and training. It had been thought that aptitude might be important to successful performance. However, failure on the job could not be attributed to lack of aptitude. (This invalidated several aptitude tests chosen or specially designed for potential usefulness.) The most successful operators were those who were interested in the work and had been thoroughly trained either for the new type of keyboard or for a similar keypunch machine such as a teleprinter. Failures generally had shown no real enthusiasm for the work and had received unsuitable training or virtually no training. An individual's attitude toward the work evidently could be affected by such factors as working conditions, type of work done, organization and allocation of the work, and pay relative to that for operators of different keyboards. Such other factors as legibility of copy, keyboard design, and the kind and amount of training received, could also affect performance. (Nine references and 24 tables and figures are included.)

424. A SECOND LOOK AT THE DROP-OUT PROBLEM IN APPRENTICESHIP TRAINING. Johnson, Ronald W. New Brunswick Dept. of Labour, Fredericton. EDRS PRICE MF $0.65, HC $3.29. Mar. 1968. 78p. ED 042 890

In this follow-up study, which was designed to expand the knowledge of the causative factors in apprenticeship drop-out and test the validity of the findings of the previous study, a random sample of 20 cancelled apprentices who had dropped from the apprenticeship program since January 1966, was matched with 20 apprentices who had completed the apprenticeship program since January 1966. The apprentices were matched on the following criteria: (1) similarity of trade, (2) age at time of indentureship, (3) marital status at time of indentureship, and (4) educational level at time of indentureship. Conclusions drawn indicate: (1) Few apprentices fail their courses; the vast majority of those not completing their program simply drop out. (2) Dissatisfaction with the employer or lack of confidence in the value of certification caused drop-out, and (3) Lack of maturity, although not confirmed by this study, may be a causative drop-out factor.

425. A COMPARATIVE STUDY OF THE EDUCATIONAL PERCEPTIONS OF A SELECTED GROUP OF PARTICIPANTS AND NON-PARTICIPANTS IN A DEPARTMENT OF DEFENSE SPONSORED VOCATIONAL TRAINING PROGRAM. Sida, Donald Wayne. South Carolina University. University Microfilms (Order No. 70-9313). Ph.D. Thesis. 1969. 80p.

A survey of separating servicemen stationed at the Third United States Army's Fort Jackson installation provided data for an analysis of differences between those men who participated in a vocational training program sponsored by the Department of Defense and those who did not. Responses of high school graduates were compared with those of high school dropouts. Participants saw themselves as having been more successful in schoolwork in the past; thought of their teachers as having been considerate of their feelings and of their fathers as having been satisfied with their school experience; and perceived students as having a greater role in classroom decision-making than did non-participants.

426. SURVEY OF ADULT EDUCATION PARTICIPANTS; VOCATIONAL, TECHNICAL, AND ADULT EDUCATION STUDENTS. Wisconsin State Board of Vocational, Technical and Adult Education. EDRS PRICE MF $0.65, HC $6.58. 1969. 104p. ED 037 546

Survey questionnaires were administered to 1,500 persons in 70 part-time adult education classes to secure information about the reasons for their participation and to gain insight into the relationships of demographic and socio-economic data with these reasons. It was intended that the findings would assist in future program planning. Some findings were: (1) Adult students have a tendency to enroll in a continual fashion; (2) approximately two-thirds participate for the primary reason of fulfilling a desire for general information and knowledge and to satisfy curiosity, (3) important secondary reasons were to improve ability on the job, prepare for leisure activity, and spend time more enjoyably; (4) enrollees in part-time industrial and general education courses had a lower level of educational attainment than the overall educational pattern, while those in business and graphic and applied arts had the highest levels, (5) classes in business and graphic and applied arts had the lowest holding strength, and (6) holding strength was greater for courses of less than 20 sessions and for those offered in general education and home economics. The questionnaire and 75 statistical tables are included.

427. REVIEW AND SYNTHESIS OF RESEARCH ON THE PLACEMENT AND FOLLOW-UP OF VOCATIONAL EDUCATION STUDENTS. Little, J. Kenneth. Ohio State University. EDRS PRICE MF $0.65, HC $3.29. Also available from The Center for Vocational and Technical Education, Ohio State University, 1900 Kenny Rd., Columbus, Ohio 43210 ($1.75). Feb. 1970. 54p. ED 037 543

This review of followup studies of graduates of vocational-technical education programs includes studies published since 1965 and covers the major fields of vocational-technical education at secondary, post secondary, and adult levels. Programs for special groups of individuals are also included. Two purposes of the review are (1) to identify the job histories of graduates and (2) to provide base line data for program evaluation. The review is organized around the following topics: The Role of Followup Studies, General Surveys, Studies of Specific Programs, Summaries of Placement Information, Studies of Special Groups, Benefit-Cost Studies, Followup Studies Procedures, and Evaluation Summary. A 101-item bibliography is included.

428. TRAINING TIME AND COSTS FOR NAVY RATINGS AND NECS. Clary, James N. Naval Personnel Research and Development Lab., Washington, D.C. NTIS (AD-711-315). Final Staff Report. Jul. 1970. 779p.

This study sought Fiscal Year 1969 data on Navy enlisted time and costs (including officer candidate training) from initial personnel procurement through appropriate basic training (Class A) for 80 general and/or service ratings, as well as in advanced and/or specialized training, for a sample of 1,067 Navy enlisted classifications (NECs). Such items as school travel, initial uniform issue, pay and allowances, and accrued leave for students and staff, were considered. (Eight appendixes provide overall cost summaries, costs for pay grades within rating/NECs, rankings of ratings/NECs by total costs and training time (years), specific time and cost for each rating/NEC, grouping, pay and allowances (tabulated by pay grades), the accrued leave schedule (days for each week of service), and a cost factors index.)

429. EDUCATIONAL ACTIVITIES WITHIN BUSINESS-INDUSTRY; IMPLICATIONS FOR PUBLIC EDUCATION. Lynn, David R.; Nothom, John W. Hawaii University. EDRS PRICE MF $0.65, HC $3.29. Jan. 1968. 62p. ED 044 619

A study was made on the island of Oahu, Hawaii, of types and levels of training being conducted by business-industry; extent of business-industry inplant programs; costs of training programs; and opinions as to expectations for public education. Personal interviews were conducted in 23 large (more than 250 employees) organizations and information was obtained from a larger sampling of "small employers" by mail questionnaire. The results of the two sample groups were generally consistent. The small employer group reported that expansion of vocational education at the high school level as well as at the post-high school level was significantly important as a means of helping business-industry with training. The larger employer placed greater emphasis on expansion at the post-high school level and the part-time evening programs. It is apparent that manpower development must be a cooperative undertaking involving business-industry, public education, and related government agencies; however, an apparent gulf between business-industry and public education has not been bridged. Technological developments appear to occur in business-industry more rapidly than governmental agencies are able to develop needed programs.

430. A GENERALIZED NETWORK MODEL FOR TRAINING AND RECRUITING DECISIONS IN MANPOWER PLANNING. Charnes, A.; And Others. Carnegie-Mellon University. NTIS (AD-711-836). May 1970. 16p.

Models for manpower planning previously devised for the U.S. Navy's Office of Civilian Manpower Management have all utilized goal programming constructs with embedded Markoff processes. These models--referred to as 'OCMM Models'--are here extended to include training elements along with related constraints.

431. RETURNS FROM INVESTMENT IN SCHOOLING AND ON-THE-JOB TRAINING. Johnson, Thomas. North Carolina State University at Raleigh. University Microfilms (Order No. 70-9191). Ph.D. Thesis. 1969. 133p.

This study was made to develop a model which will predict lifetime earnings and to use this model to investigate the relation between schooling and on-the-job training (OJT) as a function of race and regions, trying to distinguish earnings differences due to differences in the return on investments made and differences in opportunities to make investments in OJT. The model was developed by representing an individual's investment in human capital as a continuous process, rather than a series of discrete investments. The data employed were the earnings profiles by race and region which Hanoch (1965 and 1967) estimated from the 1960 census one-in-1000 sample survey. Results indicated that, for most levels of schooling, it cannot be shown that nonwhites received a lower rate of return than whites; and that for most of the region-schooling groups, nonwhites also invest at least as large a fraction of their earning capacity in OJT as do whites. It was concluded that the model developed can well predict the average earnings streams of broad aggregates of persons. However, problems were met in data limitations on estimation of base earnings capacity and there was a problem of identifying discrimination. It is of interest that marginal market discrimination was indicated at only a few schooling or skill levels.

432. PILOT FEASIBILITY STUDY OF TRAINING IN BUSINESS AND INDUSTRY. Somers, Gerald G. Wisconsin University. NTIS (PB-188-049). Sep. 1969. 39p.

This eight city pilot survey tested the feasibility of conducting a nationwide mail survey of training in business and industry, including feasibility of the project for specific industry groups. Other objectives were to specify subject areas on which data might or might not be available; suggest a single questionnaire or series of questionnaires; obtain employer reactions to the survey procedures; propose additional areas for investigation; and analyze any collected data which might be useful. The original survey proposal was judged impractical. Recommendations were made to conduct personal interviews in a relatively small sample of firms of over 500 employees in a variety of industrial and geographical sectors, and to send a one page questionnaire to a larger national sample of firms. (The document includes questionnaires and 12 tables.)

433. AN EXPERIMENTAL GUIDE FOR PERSONNEL TRAINING REQUIREMENTS OF TECHNICIANS IN FUTURE FOOD IRRADIATION TECHNOLOGY INDUSTRIES. FINAL REPORT. Stiles, Philip. Connecticut University. EDRS PRICE MF $0.65, HC $3.29. Sep. 1969. 99p, ED 035 761

With increasing requirements for food free from microbiological health hazards plus extended shelf life of refrigerated and nonrefrigerated foods, many persons will need fundamental training in irradiation techniques and methods of handling irradiated food. Special training needs and criteria for training were defined by conducting interviews with 69 persons knowledgeable in the work performed by technicians associated with food and radiation. Major conclusions were: (1) Some post-high school vocational or college training is needed, (2) Core training should include radiation technology, health physics and safety, food processing, food chemistry, and mathematics with supplementary courses in biological sciences, packaging and electronics, (3) On-the-job training should be a definite entity in the training program, (4) Technicians must deomonstrate logical thinking ability, neatness, accuracy, and responsibility, (5) a 2-year curriculum offered through a technical college or community college appears to be the most feasible, and (6) continued inservice education is recommended. The document includes sections relating to (1) personnel safety, (2) facilities, (3) a conference on training food irradiation technicians, (4) a Federal Drug Administration report, and (5) an appendix of resource materials. Sixteen course outlines are included.

434. STUDIES OF EDUCATION AND WORK. Westley, William A. McGill University, Montreal (Quebec). Industrial Relations Centre. Available from Queen's Printer, Ottawa, Ontario. Second Edition. Mar. 1970. 84p.

This study includes a detailed review of the literature on education and work with a view toward their relevance to training and retraining programs. It provides a list of the organizational variables which social scientists have identified as affecting success and performance, and an analysis of how the variables influence behavior. Among the recommendations regarding training programs based on the literature are: (1) retraining should be part of a community development program; (2) training should be in developing areas of work; (3) training should include the idea that a man will have many, and hopefully related, jobs; and (4) finding some way of involving the trainees in modern consumption norms for this will motivate them to learn.

435. PARTICIPATION IN ADULT EDUCATION AND OCCUPATIONAL MOBILITY. ABSTRACT OF A DISSERTATION. Devlin, Lawrence E. Chicago University, Ill. EDRS PRICE MF $0.65, HC $3.29. Aug. 1970. 24p. ED 042 946

Based on analysis of differences among four groups of 40 males each, this study investigated the relationship between recent (within the past five years) adult education participation and occupational mobility. A 119 item questionnaire covering demographic background, early education, occupational history, amount of continuing education, attitudes toward current occupational status, perception of one's occupation, and the influence of continuing education experiences on life activities, was given to frequent and infrequent participants (FPs and IPs) in a program offered through a combined high school/junior college, and to nonparticipants aware and unaware (NPAs and NPUs) of the program. These were among major findings and conclusions:

the four groups differed consistently, with participants highest, and NPUs lowest, in income, educational background, and father's occupational level; most educational activities in each group entailed occupational subject matter; frequent participation was positively related to upward mobility; and FPs differed from other groups in upward moves made even before participation in adult education. (Five tables and 22 references are included.)

See also: item numbers 20, 63, 85, 122, 132, 208, 213, 215, 219, 226, 228, 232, 239, 240, 241, 242, 243, 244, 249, 251, 254, 255, 260, 273, 295, 432.

6550 UNSKILLED, LOW APTITUDE, DISADVANTAGED

436. TECHNICAL EDUCATION FOR THE UNDEREMPLOYED AND THE UNEMPLOYED. Bjorkquist, D.C. In Vocational Guidance Quarterly; v18 n4. Jun 1970. p264-272.

This study compared a field-oriented program intended to give a broad basic preparation for a variety of jobs in the field of mechanical engineering to a job-oriented program applying to the specific occupation of tool designer for retraining underemployed and unemployed persons as technicians. Both programs lasted 52 weeks; 75 trainees were selected, their average age in the job-oriented program being 25.4 and in the field-oriented program 24.0. The project revealed some errors in trainee selection, since 18 did not complete training. Both programs produced acceptable graduates; neither program was shown to be superior. Employers rated more than half the graduates of both programs above average or outstanding on manipulative work, personal and social qualities, and work qualities and habits. Significantly more job-oriented than field-oriented trainees graduated and were employed in the fields of mechanical engineering and drafting. Field-oriented graduates had higher mobility and earned significantly higher weekly salaries. Two years after training there were no significant differences between the two groups on job satisfaction, social class identification, type of employment, or in level of involvement with data, people, or things.

437. EDUCATIONAL ATTITUDES AND BEHAVIOR PROBLEMS IN NEIGHBORHOOD YOUTH CORPS (NYC) ENROLLEES. Eisenthal, Sherman; Strauss, Andra. EDRS PRICE MF $0.65, HC not available from EDRS. Paper presented at the Eastern Psychological Assn meeting, Atlantic City, N.J., April, 1970. Apr. 1970. 12p. ED 041 067

The Neighborhood Youth Corps (NYC) strives to assist and guide high school students from deprived socioeconomic backgrounds to better realize their educational and vocational potential. A major object of this study was to learn more about factors relevant to the educational adjustment of NYC enrollees. All the enrollees who attended counseling sessions during a three week period were studied. There were 41 boys and 67 girls, with an average age of 16.5. All subjects (Ss) were enrolled in school between the seventh and twelfth grades except for three Ss who were enrolled in special classes. The modal grade was 10.5. The enrollees were administered a 19-item seven-point rating scale during one of their regular group counseling sessions. The scale indicates educational aspirations, educational barriers, and attitude to school. The NYC counselors rated the behavior of Ss on a 10-item scale measuring behavior problems and attitudes that could be labeled aggressive and antisocial. Nearly all the enrollees were found to aspire to complete high school, although less than half aspire to go to college. Males had more behavioral problems than females.

438. ANALYSIS OF SELECTED FACTORS RELATING TO THE NEIGHBORHOOD YOUTH CORPS OUT OF SCHOOL PROGRAM IN RURAL COUNTIES OF OREGON. Bigsby, Robert A.; Clark, Harry H. Paper presented at the Rural Sociological Society Meeting, Washington, D.C., August 1970. EDRS PRICE MF $0.65, HC $3.29. Aug. 1970. 16p. ED 041 693

The Neighborhood Youth Corps Out-of-School Program in 27 Oregon counties was studied (1) to assess the effectiveness of the program in aiding enrollees (school dropouts aged 16-21) to obtain productive jobs and/or to continue their education and (2) to identify socioeconomic and educational factors associated with success or failure in the program of 942 previous enrollees, data from 302 were subjected to stepwise multiple linear regression and classification analyses. The most important findings were that a higher proportion of females succeeded than did males and that neither intelligence quotient nor scholastic achievement was a predictor of success or failure of enrollees. Accurate prediction was not possible for male enrollees or married or divorced females. An equation was developed for predicting success or failure of single female enrollees using 5 variables: language spoken in home, living group, reason for leaving school, welfare status, and lifetime occupational goal.

439. THE HARD-TO-EMPLOY: EUROPEAN PROGRAMS. Reubens, Beatrice G. Available from Columbia University Press, 440 West 110 Street, New York, N.Y. 10025. 1970. 240p.

In studying the policies for the hard-to-employ in nine Western European countries, Dr. Reubens presents case studies which suggest that despite a high level of demand for manpower, hard-core unemployment continues because there are always workers who because of physical, mental, emotional, or personality characteristics, encounter difficulties in job hunting. Many European Governments believe that every person has the right and need to work and that it is the duty of the state to be responsive to these imperatives. Programs include counseling, vocational training, special placement efforts, quota systems, restraints on dismissals, and financial compensation to the displaced. The author examines the legislation and formal policies implemented by governments in an effort to discover to what extent the problems of the hard-to-employ have really been met in western Europe. She believes that despite differences in size, cultural integration, level of technological sophistication, and other factors, the European efforts at reducing the rate of unemployment warrant serious concern in and experimentation by the United States.

440. DELAY OF GRATIFICATION IN WELFARE AND REHABILITATION CLIENTS. Walls, Richard T.; Miller, John J. In Journal of Counseling Psychology; v17 n4. 1970. p383-384.

Investigated selected variables related to the voluntary delay of reinforcement. Following measures of locus of control, time perspective, and need achievement 14 vocational rehabilitation clients and 11 welfare clients (enrolled in the Work Incentive education program) chose between an immediate smaller monetary reward and deferred larger payments. Rehabilitation clients, who unanimously selected deferred reinforcement, were willing to delay twice as long as welfare subjects. The tendency to delay and internal locus of control expectancy were positively related to level of education. The achievement motivation scores of both groups were slightly below the 50th percentile. Findings are discussed in terms of their implications for adult education and training.

441. ALIENATION AND SOCIAL LEARNING: A STUDY OF STUDENTS IN A VOCATIONAL TRAINING CENTER. Bickford, Hugh L.; Neal, Arthur G. In Sociology of Education; v42 n2. 1969. p141-153.

Related measures of meaninglessness, normlessness, social isolation, and powerlessness to control-relevant information about both the immediate training center and also future employment opportunities. Subjects were 161 students in a vocational training center for the unemployed. Results support the proposition that high alienation, in each of its major forms, is associated with low degrees of control-relevant knowledge at both the micro and the macro levels. Data obtained from cumulative scaling of the alienation variables indicate an accentuation of the learning differentials.

442. LOW INCOME LABOR MARKET AND URBAN MANPOWER PROGRAMS: A CRITICAL ASSESSMENT. Doeringer, Peter B., Ed. Harvard University. NTIS (PB-192-484). Mar. 1969. 127p.

In the 18 month study of the concentrated employment program in Boston, preliminary analysis indicated that program analysis was not possible without first examining the operation of the low wage labor market. Accordingly, an exploration was made of the dynamic relationship between manpower programs and the economic and social environment in which they operate. Alternative labor market models were compared. The "queue" theory, which assumes a giant "shapeup" in which employers rank employees by their potential net productivity or desirability, was found to be inadequate. Other theories stressed a dual labor market, in which ghetto workers are largely confined to secondary jobs; decision making (weighing wages versus risk and job stability); or the "two queue model" (hiring followed by the more precise job placement stage). One major finding was that high turnover in ghettos is determined mainly by the quality of employment available to the disadvantaged labor force. Two policy alternatives--improving the quality of less preferred employment, and opening preferred employment to the disadvantaged--were suggested. The latter seems preferable because little is known about upgrading less preferred jobs, and because the training arrangements, supervisory services, and economic conditions associated with preferred employment would probably entail less cost.

443. A NATIONAL ATTITUDE STUDY OF TRAINEES IN MDTA INSTITUTIONAL PROGRAMS. Curin, Gerald. Michigan University. NTIS (PB-193-723). Aug. 1970. 268p.

Covering 5,891 trainees in a nationwide sample of 314 Manpower Development and Training Act (MDTA) classes, this longitudinal study concentrated on how trainee attitudes and motives relate to program completion versus dropping out, and to subsequent job histories. Wage rate, extent or duration of employment, completion, dropout status (for employment, for other reasons, or discharged), and relevance of MDTA training to subsequent work, were used as major criteria of program success. Racial and sex differences in life cycle stage (marital and family status) economic resources and pressures, attitudes toward work and skill learning, efficacy (sense of control over one's fate), self-concept, and values, were surveyed by questionnaire. Program and individual factors (job seeking, skill level impact of training, job placement, and others) were examined in terms of participation (completion or dropping out), wage rates, and employment level. In addition, effects of the administration of the questionnaire itself were noted.

444. THE NEIGHBORHOOD YOUTH CORPS: A REVIEW OF THE ERIC LITERATURE. Jablonsky, Adelaide; Barnes, Regina. ERIC Clearinghouse on the Urban Disadvantaged. OEC-0-9-420088-2327(010). EDRS PRICE MF $0.65, HC $3.29. ERIC-IRCE Urban Disadvantaged Series, No. 12. Mar. 1970. ED 036 661

This annotated bibliography, the fourth of a series of five reports of selected literature included in the ERIC system, carries a short review on the history and operation of the Neighborhood Youth Corps. The 21 items in the list have the following breakdown: (1) program descriptions;

(2) characteristics of participants; (3) evaluation reports; and, (4) reaction papers.

445. RESEARCH VISIBILITY: MANPOWER DEVELOPMENT VO-ED FOR THE DISADVANTAGED. Brandon, George L., Ed. American Vocational Association, Washington, D.C. In American Vocational Journal; v43 n6. EDRS PRICE MF $0.65, HC $3.29. Sep. 1970. 16p. ED 042 916

The 16 research reviews which pertain to vocational education for the disadvantaged are organized under these topics: (1) Manpower Development, which reviews manpower forecasting, employer policies and practices, and training in selected apprenticeable trades, (2) training the disadvantaged, which discusses the effect of prevocational training and family service counseling, motivation-trainees, adapting military instruction for those with low mental ability, work adjustment of hardcore unemployed, employment opportunities provided by municipal governments, industry hiring requirements, and effectiveness of a comprehensive manpower project, and (3) training disadvantaged youth, which includes a review of the Neighborhood Youth Corps and its benefits, a teacher education seminar, and problems in transition from school to work. "Plain Talk," a continuing column by the editor, discusses the future of the "Research Visibility" series, G.I. research, and womanpower. An additional 18 studies and ordering information are included in the bibliography.

446. FACTORS RELATED TO SUCCESS IN AN MDTA PROGRAM. Poppelbaum, Martha C. In Journal of Employment Counseling; v7 n3. Aug. 1970. p113-120.

This study attempted to relate selected defined factors to success in a Manpower Development Training Center program. Subjects were disadvantaged or culturally deprived adults in a training course consisting of vocational and remedial education phases. Stated interest, previous steady employment, previous educational level, age at completion, or aptitude test score were not related to success in the program.

447. A STUDY OF THE TRAINING POTENTIAL OF A SELECT GROUP OF ADC MOTHERS. Packman, Jerrold B. In Journal of Employment Counseling; v7 n3. Aug. 1970. p108-112.

Approximately 52 percent of ADC mothers are willing to attend orientation testing sessions for WIN Program. Of the above, approximately 10 percent have the skills for direct job placement. Remaining 90 percent on the job or institutional training, Special Works Project, and those not feasible for work. Success or failure of WIN Program relates to quantity and quality of psychiatric supportive services offered.

448. THE RELATIONSHIP OF PERSONAL CHARACTERISTICS OF MDTA GRADUATES TO GEOGRAPHIC MOBILITY. Bjorkquist, David C.; Finch, Curtis R. In Journal of Employment Counseling; v7 n3. Aug. 1970. p121-125.

Educational level at the start of training, mechanical occupational experience, aptitudes, and grades earned in the training programs did not differentiate between mobile and nonmobile graduates. Mobile graduates were significantly younger than their nonmobile counterparts. The age at which a person starts a training program may reflect whether or not he will move to accept employment upon completion of training.

449. "HIRE THE UNEMPLOYABLES"--CORPORATE SLOGAN OR PLANNED PROGRAM. McGarr, J.D., Jr. In Labour Law Journal; v20 n10. Oct. 1969. p649-666.

A questionnaire was sent to 100 leading companies in six different business activities in the United States; the 66 responses showed that the majority use the approach of formal classroom training with on-the-job training and other activities. The Manpower Administration and the National Alliance of Businessmen both support this type of training. The NAB program begins with an orientation period. On-the-job training is then combined with classroom sessions to give remedial education. Trainees are usually referred to the companies by state or local organizations. Firms with Manpower contracts are obliged to use the services of the Concentrated Employment Program, a federally funded program for providing referral and remedial education. Costs are either born by the undertakings, or funded under Manpower contracts. One way of evaluating and validating these programs is through supervisor ratings, employee turnover, and upward mobility. Most of the companies failed to analyze or plan systematically for these programs. Companies should take into account actual expenses, reimbursements, long-term benefits through prolonged employment of trainees, the benefits to the trainee, the company, and the community. This may be encouraged by tax incentives.

450. A BENEFIT-COST ANALYSIS OF THE NEIGHBORHOOD YOUTH CORPS: THE OUT-OF-SCHOOL PROGRAM IN INDIANA. Borus, Michael E.; And Others. In Human Resources; v5 n2. Spring 1970. p139-159.

Neighborhood Youth Corps (NYC) out of school programs in Indiana were studied to determine benefits to society from training and employment efforts--increased aggregate output and increased employability of participants. Benefits in enrolling male participants were considerably higher than those derived from enrolling females; ratio was at least two to one for males and less than one for females. Assuming the same costs for participants, benefits from enrolling trainees with less than nine years of education were substantially greater than training more educated enrollees. For participants, benefits varied with the duration of enrollment; for males and some females, the longer participation the greater was the increase in post-program earnings. These findings differ significantly from previously published studies. Also, contrary to earlier findings, males gained more from participation than did females. This conclusion may, however, be due to differing demographic characteristics of the enrollees. Furthermore, although a correlation is assumed between length of participation and derived benefits, perhaps those qualities which were associated with an individual's longer participation in the program were also related to his increased earnings.

451. LABOR FORCE MOBILITY IN THE UNDERCLASS: OPPORTUNITIES, SUBCULTURE AND TRAINING AMONG CHIPPEWA AND POOR WHITE. Lieberman, Leonard. Michigan State University NTIS (PB-189-288, MF $0.65, HC $3.00). Ph.D. Thesis. 1970. 316p.

A study was made of 165 persons (largely underclass) during training at a job training center in middle Michigan and about one year later. Three kinds of influences were examined: opportunities, subculture, and training. Research was exploratory and involved comparison of 37

Chippewa trainees and 113 poor whites and a small number of Mexicans and Negroes. Procedures included interviews with trainees, observations, use of case records, a mailed employer's questionnaire, and interviews of a random sample of blue collar workers in the middle Michigan area. Four scales were developed to measure labor force mobility, opportunities, training and family background. The hypotheses examined provide support for the position that there is an interaction of the three types of influences, with there being a consistently greater association between opportunities and labor force mobility followed by the influence of job training and the still lesser degree of influence from the family dimension of subculture factors. The general conclusion is that opportunities of a level moderately above the trainees' pre-training experiences are most likely to motivate the members of the underclass studied when aided by aided by comprehensive job training and positive family influences. (This thesis will be available from University Microfilms.)

452. ECONOMIC BENEFITS AND COSTS OF RETRAINING COURSES IN MICHIGAN. Hardin, Einar; Borus, Michael E. Michigan State University. NTIS (PB-189-116). 1969. 437p.

The study of the economic benefits and costs of training courses in Michigan was intended as an evaluation of the impact of the federal training program on the national product, the disposable income of trainees, and the expenditures and receipts of the government. It was confined to the institutional, occupationally oriented courses conducted under the auspices of the Manpower Development and Training Act and the Agricultural Research Administration. The gains from training were smaller among trainees with more years of schooling. Those from training in short classes were larger for persons from very small or fairly large households than for persons coming from households of intermediate size. In contrast, the gains from training in medium-length and long classes were larger among persons from intermediate than from small or large households. The gains from training were smaller among trainees with more years of schooling. Those from training in short classes were larger for persons from very small or fairly large households than for persons coming from households of intermediate size. In contrast, the gains

from training in medium-length and long classes were larger among persons from intermediate than from small or large households. The gains from training declined as training lengthened. Training affected the annual unemployment benefits (unemployment insurance payments) after the class, but the magnitude and direction of the effect depended on several variables. Trainees lost earnings as a consequence of enrolling, but the amount of loss varied with several circumstances. These courses were typical of the federal training program in the 1962-1965 period.

453. A STUDY OF IMPACT AND EFFECTIVENESS OF THE COMPREHENSIVE MANPOWER PROJECT OF CLEVELAND (AIM-JOBS). VOL 1. SUMMARY. VOL 2. TECHNICAL REPORT. VOL. 3. APPENDICES. Allerhand, Melvin F.; And Others. Case Western Reserve University. NTIS (PB-190-037, PB-190-038, PB-190-039). Dec. 1969. 144p, 358p., 410p.

This study investigated AIM-JOBS effectiveness in placing disadvantaged, unemployed Cleveland, Ohio, adults and youth in meaningful jobs; ways in which it might improve its effectiveness; and implications of the first 18 months for other comprehensive employment programs. Data on the 1,865 participants were gathered at the beginning and end of orientation, and again six months after placement on the job. A questionnaire measured aspects of motivation, work related attitudes, self-concept, and conception of work. Biographical and demographic data came from AIM-JOBS files. Major findings included these: (1) work attitudes showed no significant change; (2) initial attitudes and participant characteristics failed to predict job success; (3) long prior unemployment was directly related to inability to maintain steady employment or training program attendance; (4) participants' views of the work climate (largely negative) were unrelated to supervisory ratings; (5) participants rated less reliable tended to stay on the job longer than those rated higher; (6) supervisors rated participants equal to other employees in competence, sociability, and effort, but lower on reliability; (7) 47 percent of all participants remained in jobs, training, remedial education, or work/training programs the full six months.

454. JOB CORPSMEN SELECTION AND PREDICTION OF SUCCESSFUL COMPLETION OF THE GENERAL EDUCATION DEVELOPMENT (GED) PROGRAM AT CLEARFIELD URBAN JOB CORPS CENTER. Carbuhn, Wayne McKinzie. Utah University. University Microfilms (Order No. 70-3391). Ph.D. Thesis. 1969. 121p.

This investigation, conducted at Clearfield, Utah Job Corps Urban Center, attempted to help the Advanced Education Department select and predict the performance of corpsmen who would attempt the General Education Development (GED) test (high school equivalency). Previous selection procedures were cumbersome, confusing, and with a high attrition rate. The specific problems investigated were: nature of relationship between corpsmen educational performance and their demographic-biologic data, test data, and social behavior; satisfactory reading grade level for selecting corpsmen; the Advanced Level of the Stanford Achievement Test (SAT) as a satisfactory predictor of performance on the GED test; and the contribution of the General Aptitude Test Battery (GATB) in the selection, and whether this warranted its inclusion in the pre-GED selection battery. Of the 319 corpsmen who began the study, 157 completed the GED test with 128 passes. The results indicated that while age was not significant, ethnic group classification was an important factor in passing the GED test. Highest grades completed in school and other demographic-biologic data and social adjustment ratings were neither reliable indicators of level of academic achievement, nor useful in differentiating the successful from the unsuccessful corpsmen in the program.

455. A STUDY OF MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS IN NEW YORK STATE. Hamburger, Martin; LoCascio, Ralph. New York University. EDRS PRICE MF $0.65, HC $6.58. Nov. 1969. 195p. ED 038 525

A study of the process and product of Manpower Development and Training Act (MDTA) programs was conducted from May 1968 to June 1969. Data were collected by surveying the multicenters, extensive staff mail followup, a review of related literature, and consultations. Results of the study include: (1) a survey of the feasibility and problems of evaluating a state-wide MDTA program, (2) a fie field study of the multicenters, their operations, programs, staff and trainees, (3) an analysis of the sources of data, their accessibility and their usefulness, and (4) recommendations concerning needs and priorities for MDTA research and evaluation. A mail followup story of former trainees will be included in a separate report. While this study is limited to one program in one state, it contains implications for MDTA research methodology and programs in general.

456. READING ACHIEVEMENT OF GARY JOB CORPS ENROLLED IN A DIAGNOSTICALLY BASED PROGRAM, 1967-68. Frost, Joe L.; Pilgrim, Geneva Hanna. Gary Job Corps Center, San Marcos, Tex. EDRS PRICE MF $0.65, HC $3.29. 1969. 86p. ED 038 442

This job corps center program is designed for male school drop outs from low socioeconomic backgrounds and ages 16 through 21 years, whose entrance test scores reveal marked deficiencies in reading. Three thousand of the dropouts were enrolled in a foundation reading program designed to advance skills sufficiently for the students to take advanced vocational classes. The reading program had the following impact during 1967-68. The 1967 enrollee spent 3.9 months in the program, gaining one to two months in vocabulary development and three and one-half to four months in reading comprehension for each month spent in the program. The 1968 enrollee gained five to seven months in vocabulary development and five to 12 months in reading comprehension for each month he studies in the program. The discrepancy in results may be due to either the superiority of the 1968 program or biased data due to incomplete results for 1968. The key elements in the success of the program appear to be the diagnosis of reading deficiencies, the individualization of instruction, the multi-media approach, the observed high motivational level of students and the teamwork of skillful staff members.

457. NOVA SCOTIA NEWSTART, INC.; ANNUAL REPORT, 1969. Nova Scotia NewStart, Inc., Yarmouth. EDRS PRICE MF $0.65, HC $3.29. Also available from Nova Scotia NewStart, Inc., P.O. Box 425, 336 Main Street, Yarmouth, Nova Scotia, Canada. May 1970. 69p. ED 042 125

Focusing on efforts at human resource development among unemployed and/or disadvantaged Nova Scotia adults (especially those in economically depressed areas), the present annual report reviews Nova Scotia NewStart activities begun in 1968 and carried over into 1969, as well as those designed and initiated in 1969 or planned for initiation in 1970. Beginning with a statement of strategy and internal operations, the report deals with interventions by program staff members in adult basic education, counseling, placement, and occupational training; the development of research capability; current research staff operations; public relations; administrative and organizational functions; and the audited financial statement. A statistical and descriptive profile of 35 studies and projects also appears, followed by a projection of expectations for the future role of Nova Scotia NewStart in human resources research and regional economic development. Tables, charts, and ten references are included.

458. THE EFFECTIVENESS OF COUNSELING IN THE EMPLOYMENT SERVICE IN ASSISTING THE DISADVANTAGED. A COMPARATIVE STUDY. RESEARCH DESIGN. Marshall, Dolores. Roce Louisiana Polytechnic Inst., Ruston. EDRS PRICE MF $0.65, HC $3.29. Aug. 1969. 9p. ED 039 605

The purpose of the study was to compare the effects of "regular agency" counseling and Bordin's "psychological Counseling" with disadvantaged clients in a U.S. Employment Service setting. The differences between the two approaches are spelled out, and the advantages of the psychological counseling proposed. Two criterion measures were used: (1) a revised version of Stephen's self-concept scale for determining change or adjustment; and (2) the percentage of clients who reported for scheduled testing. The sample consisted of 12 persons in each group chosen at random. They were classified as economically and culturally disadvantaged and were varied in terms of age and sex. Suggestive evidence, based on analysis of pre- and post-counseling scores, was found favoring the Bordin treatment both in terms of change on the self-concept scale and in the percentage of clients reporting for scheduled testing. The results were discussed, implications drawn, and limitations of the research mentioned.

459. THE EVOLUTION OF AN EXPERIMENTAL FORMAT FOR TRAINING MANPOWER PERSONNEL. Beck, Ariadne P.; Knopf, Norton B. Paper presented at the American Personnel and Guidance Assn Convention, New Orleans, Louisiana, March 23-26, 1970. EDRS PRICE MF $0.65, HC $3.29. Mar. 23 1970. 10p. ED 039 598

Programs and experiences in University training of manpower personnel for work with lower class minority groups are evaluated. The conclusions focus on problems that lead to limited implementation of new ideas and skills by trainees when they return to their jobs. Primary among these are: (1) limitations due to characteristics of trainees; (2) limitations due to the organizational structure and values of Employment Service (ES) as a System; and (3) limitations due to the attitudes and skills of the University staff and the format of training. The training, it was found, fails to come to grips with the following: (1) application of the skills covered in training to the FS context; (2) specific implementation problems raised by intra-staff conflicts; and (3) deeply ingrained middle class attitudes as barriers to understanding. Based on these findings, the University of Chicago conducted a training program for Chicago Area Employment Service Counselors which diverged significantly from previous programs in all deficient areas. The program is thoroughly outlined and follow-up evaluation discussed.

460. TURNOVER AND TRAINING: A SOCIAL-PSYCHOLOGICAL STUDY OF DISADVANTAGED WORKERS. Quinn, Richard P.; And Others. Michigan University. EDRS PRICE MF $0.65, HC $9.87. Sep. 1970. 299p. ED 042 990

This study surveyed experiences and characteristics of hard core unemployed black men entering a vestibule training program conducted by a large manufacturing firm and a comparison group of "direct hires." Vestibule trainees were guaranteed an entry level job after completing several weeks of training. Turnover among direct hires was attributed largely to monotonous, physically exhausting, or dangerous working conditions reported; but several personal characteristics (being young and unmarried, poor job history, not having to pay most of one's household bills and darker skin) were also relevant. Training program turnover was related to trainee attitudes toward the scheduling of training sessions; it was highest among darker skinned trainees with militant racial attitudes. Although training may have changed attitudes (especially toward time, work, and personal sense of achievement it had no discernible effect on job skill development or subsequent turnover. Emphasis was urged on improving working conditions on industrial entry level jobs rather than training men to adapt to unpleasant, high turnover jobs. (The document includes questionnaires, 54 tables and figures, and items used in statistical comparisons.)

461. TYPING AS A MOTIVATIONAL FACTOR AND AN INSTRUCTIONAL PROCESS IN EDUCATING UNDEREDUCATED ADULTS IN THE TRI-COUNTY REGION OF WESTERN APPALACHIAN MARYLAND. Allegany County Board of Education, Cumberland, Md. EDRS PRICE MF $0.65, HC $3.29. Jun. 1970. 44p. ED 042 943

The purpose of this project grant was to develop an innovative system which will recruit, motivate, and retain the undereducated adult in the Western Maryland region of Appalachia. The evaluation of staff changes in attitude toward the device was made with positive results. The evaluation of class interaction between the experimental and the control groups was made. World-of-Work skills were explored but not proved any more adequate than regular adult basic education if instructional time was similar. Typing skills cannot be developed with the adult in 100 hours of combined academic and typewriting instruction, but the electric typewriter did provide an ego-building device and rationale to the associates for attending classes. The project did prove that the class size and attendance improved during the 100 hour experiment. Recommendations for further use on a 250 hour program were found to be needed to confirm that the 20 percent withdrawal from the program was realistic.

462. PRETESTING ORIENTATION FOR THE DISADVANTAGED: EXPERIENCE IN MANPOWER EXPERIMENTAL AND DEMONSTRATION (E&D) PROJECTS. Seiler, Joseph EDRS PRICE MF $0.65, HC not available from EDRS. Paper presented at the American Personnel and Guidance Association Convention, New Orleans, La., March 25, 1970. Mar. 1970. 14p. ED 041 061

The restricted experience of disadvantaged persons in taking employment related tests leaves them without test-taking skills. United States Department of Labor manpower experimental and demonstration manpower projects have found several approaches of use in the pretesting preparation of out of school and out of work youth and adults: special coaching on use and value of tests, pretesting in non-threatening atmospheres, test tutoring and practice, training in test-taking skills, remedial instruction, and advance exposure to the test site. One successful program showed the value of a comprehensive program whereby, prior to final administration of the job selection test, the job seekers were provided pretesting orientation, temporary (trainee) employment, and job related basic education; also, special training was given to their supervisors on how to work effectively with disadvantaged groups. The appropriate methods for and the scope of pretesting orientation services needed by the disadvantaged will vary depending on the character of the vocational tests and education and experience of the job applicants. (Not available in hard copy due to marginal legibility of original document.)

463. INDUSTRY HIRING REQUIREMENTS AND THE HIRING OF DISADVANTAGED GROUPS. Diamond, Daniel F.; Bedrosian, Hrach. New York University. NTIS (PB-191-278). 1970. 399p.

Conducted in greater New York City and St. Louis, this study analyzed variations in hiring practices and requirements among industries and between industry and employment agencies; compared selected hiring requirements with personal employee characteristics, especially among the disadvantaged; judged requirements against measures of job performance; and developed hiring requirement guidelines. Ten occupations--bank teller, cashier and checker, hotel clerk, parts salesperson, shipping and receiving clerk, arc welder, press feeder (paper industry), production machine operator, wireworker (electrical industry), orderly--were considered. Numerous questionable hiring requirements, preferences, and procedures were revealed. These involved promotion possibilities, written standards, educational requirements, preferences as to sex, age and experience, workers with police records, proper completion of application forms, and recruitment (or lack thereof) of minority group workers. When questionable practices were sometimes accompanied by high turnover. Improper requirements may have artificially reduced employment opportunities for the disadvantaged, injured an industry's profit position through costly turnover, and unnecessarily restricted available manpower resources.

See also: item numbers 92, 156, 214, 283, 288, 304, 313, 314, 332, 436, 439, 456.

6575 NEW CAREERS, AIDES, PARAPROFESSIONALS

464. WHERE DO WE GO FROM HERE? A STUDY OF THE ROADS AND ROADBLOCKS TO CAREER MOBILITY FOR PARAPROFESSIONALS WORKING IN HUMAN SERVICE AGENCIES. Gould, Karolyn R. National Committee on Employment of Youth, New York, N.Y. EDRS PRICE MF $0.65, HC $6.58. Dec. 1969. 158p. ED 039 281

This report gives the findings of a study designed to identify obstacles to career mobility among paraprofessionals in social service agencies and to make recommendations for opening channels for advancement. The experiences of a group of paraprofessionals hired in a special project in 1965 and 1966 by the National Committee on Employment of Youth (NCEY) provided data for the study. Obstacles were civil service requirements, professional standards, lack of supplementary training and education, and the insistence of a B.A. degree for eligibility to higher level jobs. Implementation of a national policy of guarantee of equal opportunity for advancement, (1) through measures designed to help paraprofessionals advance within the current framework of agency hiring policies and job structures, (2) through measures designed to help agencies change that framework, and (3) through measures designed to help fields of service reevaluate the total framework of their services and use of manpower, is recommended. Specific ways of implementing the above recommendations are summarized. Appended are background information on the NCEY questionnaire, and a list of agencies employing and/or training NCEY graduates.

465. DO PARAPROFESSIONALS IMPROVE HUMAN SERVICES: A FIRST CRITICAL APPRAISAL OF THE DATA. Gartner, Alan. New York University. New Careers Development Center. EDRS PRICE MF $0.65, HC available from New Careers Development Center, School of Education, New York University, New York 10003 ($1.50, $1.25 in quantity). Jun. 1969. 47p. ED 031 437

The impact of paraprofessionals in new careers programs on the consumer of human services agencies is critically appraised in this report. Data are presented on the abilities of paraprofessionals in the health fields (in programs such as Outreach and those in which paraprofessionals work as trained dental aides, nutrition counselors, and counselors in community mental health services), law offices, new careers projects in correction institutions, research and senior citizens programs. The effects of new careers are also highlighted in the areas of legislation, manpower programs, civil service, credentialling, colleges, career advancement, new service roles, new roles for workers' groups, cost-benefit analysis, and community participation. The need for more extensive and sophisticated methods for data collection and program evaluation is suggested in the report.

466. AN IDENTIFICATION AND ANALYSIS OF THE EXISTING NEEDS FOR TEACHER AIDES IN PROGRAMS OF VOCATIONAL EDUCATION IN AGRICULTURE AND A SUGGESTED PROGRAM FOR TEACHER AIDE EDUCATION. Durkee, James R. Wyoming University. Available from University of Wyoming Photo Service, P.O. Box 3441, University Street, Laramie, Wyoming 82070 (MF $8.04). Ed.D. Thesis. Jan. 1969. 134p.

This study identified and analyzed the various aspects of the responsibilities and education of teacher aides assigned to work in programs of agricultural vocational education. Vocational agricultural teachers, high school administrators, and state supervisors of agricultural education in the United States were surveyed to obtain information on the need for, the role of, and an educational program for preparing teacher aides. There was a definite need for teacher aides to work with the teachers and students in programs of vocational agriculture. There were definite assignments for aides in programs of vocational education in agriculture that contributed to the improvement of the program for the student, the teacher, and the educational services. The following were deemed important in the work of an aide: (a) clerical duties, (b) assignments (securing and developing teaching materials for classroom instruction, agricultural mechanics, and young and adult farmer programs), (c) services for the student-related activities, (d) duties in the agricultural mechanics programs and land laboratories. (e) work with the Future Farmer organization, and (f) tasks in the community. A definite need to have a two-year program for teacher aide education developed by institutions of higher education, was expressed.

467. CONTAMINATION OF NEW CAREERISTS BY PROFESSIONALIZATION: FACT OR FANCY? Thompson, Margaret A. Minnesota University. EDRS PRICE MF $0.50, HC $4.15. Jun. 1969. 81p. ED 042 956

A study was undertaken to analyze the New Careerist's perception of his involvement in his own community and his proximity to the role of the professional in his agency, among a group of 185 previously low-income persons in the Minneapolis New Careers program. The author relates the New Careerist's position to the concept of the 'marginal man,' who is now moved to the fringe of his own poverty group by having found gainful and secure employment. She raises the question of whether the program has not weakened the New Careerists' relationships with their own neighborhoods, perhaps by removing them from their neighborhoods for a good part of the day. Despite this marginality of the New Careerist's role, responses to a brief questionnaire indicated that participants' community orientation was stronger than their professional orientation. In contrast, dropouts from the program exhibited several characteristics of professionalism to a greater extent from the outset than did those who stayed in.

See also: item numbers 104, 325, 370, 382.

6600 CLERICAL, SALES

See: item numbers 271, 461.

6650 SERVICE OCCUPATIONS

468. AN EVALUATION OF THE EFFECTIVENESS OF TELEVISED LOCALLY ORIENTED DRIVER RE-EDUCATION. Hutchinson, John W. Kentucky University. NTIS (PB-190-294). 1969. 18p.

Television, with its ability to reach large audiences, has been used extensively in driver-education efforts but its effectiveness has never been measured. The purpose of this research was to measure the effectiveness of a televised, locally oriented, candid camera type of driver reeducation program. The measures of effectiveness included a study of changes in driver errors at 8 local intersections and an analysis of changes in accident-involvement rate for 48 local intersections. Both driver errors and total accidents were significantly reduced 17.4 percent and 12.5 percent respectively. Driver errors were counted only during home-from-work rush hour traffic on Tuesdays and Thursdays from 4:00 to 5:30 p.m., whereas the accident study encompassed all hours of the week when out-of-county drivers not exposed to the program made up a proportionately larger percentage of drivers in the sample.

469. DEVELOPMENT POLICE TRAINING AND EDUCATION IN FLORIDA. LEAA GRANT 350 FINAL PROJECT REPORT. Headlough, Warren E. Florida Police Standards Council, Tallahassee. EDRS PRICE MF $0.65, HC $6.58. 1969. 104p. ED 043 842

The Florida State Standards Council was created by the Florida Police Standards Act (1967) to improve the state's training program. The adoption of mandatory 200-hour recruit training has provided a program which is meeting local needs for more and better trained law enforcement recruit personnel; there is need for the development and establishment of programs in law enforcement supervision and management. Eighteen junior colleges offer associate degree law enforcement programs; one-year certificate programs are offered by some. Representatives of junior colleges and law enforcement agencies have suggested a core of knowledge in nine law enforcement areas for structuring certificate and associate degree programs. Inservice and educational programs are needed to build and expand the framework of a total program for the state. (Appendixes include the 1967 Florida statutes, the rules of the council, and the recommended programs.)

6700 AGRICULTURE, HOME ECONOMICS

470. PHASES OF DEVELOPMENT OF A MULTINATIONAL TRAINING GROUP. Franck, Barbara Mann; Hare, Paul. Pennsylvania State University. NTIS (AD-708-689). Jul. 1970. 72p.

A study was made of 36 people from the United States and five developing nations (Pakistan, India, Ceylon, Indonesia, the Philippines) assembled for a special six month rice production training course. The course was designed to produce agricultural technicians who would introduce the International Rice Research Institute's new high yielding rice strains to the rural areas of their home countries. It was shown how a multinational group goes through a sequence of change in attitudes and behavior, and how these changes introduce stresses for both students and instructors.

471. A PROPOSED EDUCATIONAL PROGRAM FOR AGRICULTURAL DEVELOPMENT IN IRAQ. Alsamarrae, Hatam Ali. Ohio State University. University Microfilms (Order No. 69-4830). Ph.D. Thesis. 1968. 179p.

The general purpose of this study was to develop an educational program for agricultural development in Iraq, and to identify the best method for its implementation. The proposed program was based primarily upon relevant factors identified through data collection from the following sources: official records, current literature, and the writer's knowledge and experience. Two types of models for adoption of innovation were identified and discussed. One model was developed by Everett E. Rogers and the other by Egan G. Guba and David Clark. These models were fully used in the development of the program and in the recommendations for its implementation. The main objectives of the proposed program were to have the farmers understand: the value of chemical fertilizers in crop production; its effect on the physical property of the soil; its use in crop production; and how and where to obtain the fertilizer. Different methods of instruction were suggested. Demonstration was considered the most effective.

472. THE EDUCATIONAL VALUE OF THE OHIO STATE FARM SCIENCE REVIEW AS PERCEIVED BY THE MALE CLIENTELE. Thompson, Ronald Eugene. Ohio State University. M.S. Thesis. 1969.

An analysis was made of the reactions of commercial farmers, small farmers, part-time farmers, and agricultural businessmen attending the Ohio State University Farm Science Review to the various activities in terms of their perceived educational value. Data were collected through an opinionnaire administered by four interview teams throughout the exhibit area and demonstration plots. A total of 398 persons were interviewed. The four largest groups attending in descending order were commercial farmers, small farmers, part-time farmers, and agricultural businessmen. Small farmers did not think the objective dealing with exhibiting and demonstrating the latest advances in farm power, machinery, and equipment was as fully achieved as did the other groups. Commercial and part-time farmers did not perceive the Review to be disseminating the newest ideas from the College of Agriculture and the Agricultural Research and Development Center. The objectives of displaying current scientific knowledge and recommended practices to manage a farm or home were being adequately achieved as perceived by the groups. The four major areas of the Review ranked in order of popularity were commerical exhibits, commercial demonstration plots, field equipment demonstrations, and educational (departmental) exhibits.

473. THE BANNOCKBURN FARM-COMMUNITY RESEARCH PROJECT: A CASE STUDY. Iceton, E.A. In Community Development Journal; v5 n4. Oct. 1970. p173-182.

Using a community development specialist and two research assistants, the Inverell Regional Study and Development Group has been motivating and training farmers in New South Wales, Australia, since 1968 to combat diminished farm production and economic loss due to soil erosion. Describing methods used to assure maximum participation, self-confidence, and cooperation, the author underlines the importance of encouraging farmers to take full responsibility for their decisions. Research aspects, including effects of individual and life cycle factors on group functioning, are noted. Finally, major changes in farm operation practices are enumerated, along with evidence of adaptive changes in the total life style of group members.

474. FARMER CONTACTS WITH DISTRICT AGRICULTURISTS IN THREE AREAS IN BRITISH COLUMBIA. Akinbode, Isaac A.; Dorling, M.J. British Columbia University, Vancouver. EDRS PRICE MF $0.65, HC $3.29. Rural Sociology Monograph. No. 5. 1969. 42p. ED 044 574

This study analyzed data gathered in a Canada Land Inventory project in British Columbia; the purpose was to measure the degree of communication between farmers and the agricultural extension service by analyzing the nature and extent of contacts, and the relationship of the contacts to socioeconomic characteristics. The farmers tended to be an older group with a median education of eight years; beef cattle, field crops, and dairy produce their main products; the majority of the farms were small-scale enterprises; and half the respondents were employed in off-farm jobs on a part-time basis. They reported few personal contacts with the District Agriculturist; but they used impersonal contacts to a greater extent and the types of contacts reached different people. A higher socioeconomic status of the farm family as well as higher status as a farmer were associated with more extension contacts. It was concluded that the wide variations in the extent of contact was not explained solely by socioeconomic differences. An extension agent may influence the nature and extent of contacts by the emphasis he places on particular methods.

475. FACTORS AFFECTING THE ESTABLISHMENT OF YOUNG FARM OPERATORS IN IOWA AND IMPLICATIONS FOR AGRICULTURAL EDUCATION. Crawford, Harold R. Iowa State University. EDRS PRICE MF $0.65, HC $3.29. 1969. 34p. ED 031 585

A stratified random sample of 307 young farm operators from the five farming areas of Iowa were interviewed to: (1) ascertain factors influencing the establishment of young farm operators, (2) estimate the number of young farm operators becoming established each year, (3) determine their agricultural education needs, (4) examine differences among the farming areas, and (5) determine the background and personal characteristics of young farm operators. Individuals between the ages of 18 and 30 were included in the sample population. Some findings were: (1) The population of young farmers in Iowa was estimated to be 13,630, (2) Their mean age was 26.2 years, (3) Three-fourth were high school graduates, (4) 88.7 percent participated in high school vocational agriculture program, (5) Young farmers held an average of two occupations prior to farming, and (6) Participation in educational programs varied by farming area. Implications for education were derived in areas of educational needs, content of educational programs, methods in instructional programs, education for off-farm income and recommendations for young farmer education. (This report is abstract of a doctoral thesis submitted to the Iowa State University of Science and Technology.)

476. DEVELOPMENT AND DEMONSTRATION OF INNOVATIONS IN ADULT AGRICULTURAL EDUCATION. Persons, Edgar A.; And Others. Minnesota University. EDRS PRICE MF $0.65, HC $13.16. Final report. Dec. 1970. 333p. ED 045 953

One of a series of related inquiries, this study focused on computer aided decision making and record keeping in farm management; and on instructional variables in adult agricultural education which affect the reception of agricultural innovations. Phases 1 and 2 of this project entailed use of farm record data in preparing concise summaries and analyses of a farm business, and creation of a system to reduce the time needed by teachers in preparing records for summary and analysis. In the third phase, a least cost formulation was prepared using a linear programing model to generate economic and other predictions for given lots of feeder beef animals. During a workshop on revision of farm management analysis, vocational agriculture teachers and coordinators outlined changes to be made. Findings of the investigation led to several conclusions: (1) agricultural innovations flow upward as well as downward; (2) similarly, the communication system that affords farmers instructional guidance must operate laterally and from below as well as from the top down; (3) most management decisions rest on some earlier decision and are preparatory to other decisions; (4) deliberate planning is needed to insure the instructional value of decision making in farm business management.

477. STUDY OF CHARACTERISTICS, ATTITUDES AND OPINIONS OF THE STUDENTS IN THE COLLEGE OF AGRICULTURE IN SUDAN. Bannaga, Ali Mohayad. Wisconsin University. University Microfilms (Order No. 69-12,337). Ph.D. Thesis. 1969. 210p.

In examining characteristics, attitudes, and opinions of the students in the College of Agriculture, University of Khartoum, in the Sudan, this study focused on eight independent variables: years in the College of Agriculture, location of permanent home, size of home town, length of hostel living experience, father's occupation, number of living brothers and sisters, previous work experience, and standing in Sudan School Certificate. A questionnaire was developed and administered to students in four undergraduate classes. Most of the students believed that agricultural extension was needed for the improvement of Sudanese agriculture. In the light of 13 qualities and characteristics recommended for effective extension work, and using a cumulative measuring scale, the students were separated into three categories of potential suitability to extension work. Thirty percent fell in the highly suitable category. The offering of an option for agricultural specialization in the senior year was disadvantageous to agricultural extension. Students' potential suitability to extension work was related to the father's occupation and the length of time the person lived in hostels. Six independent variables failed to explain the reasons for the differential levels of potential suitability to extension work demonstrated by the students.

478. SOCIO-ECONOMIC FACTORS RELATED TO FARM SIZE, FARM INCOME, AND EFFICIENCY OF ORCHARDISTS. Dickinson, Gary. British Columbia University, Vancouver. 1970. 36p.

The farm operations of sixty orchardists in the South Okanagan Land Irrigation District of British Columbia were analyzed in terms of four economic variables including farm size, the amount of gross and net farm income, and an efficiency factor, together with their relationship to the socioeconomic characteristics of the farm operators. Of the variables studied, the efficiency factor is the one most amenable to change in a given situation. Four days, and farm visits by the extension agent contributed significantly to the variation in the efficiency factor.

479. IOWA ADULT HOMEMAKING TEACHERS' PERCEPTION OF THE CONTENT AREAS OF ADULT VOCATIONAL HOMEMAKING EDUCATION. Boatman, Ramona Hogberg. Iowa State University. M.S. Thesis. 1969. 103p.

This study examined adult homemaking education content areas as perceived by home economics teachers in Iowa secondary and area school adult programs; and the teachers' confidence in teaching various types of content. A questionnaire on teacher attitudes, perception, and selected background characteristics was completed by 77 teachers out of a sample of 125. Respondents were asked to assign rankings of importance and self confidence in five general areas: human development, housing and equipment, home management, food and nutrition, textiles and clothing. Human development was ranked most important by the greatest number (41%), with textiles and clothing as the area in which the most teachers (67%) felt confident. Teachers in general attached prime importance to the topics of planning an adequate diet, meal planning, making clothing decisions, personal goals, values, and standards, meal management, and self-fulfillment. Importance ratings were high, but confidence was low, in housing and equipment and for the majority of human development topics; the reverse was true for the majority of textiles and clothing topics. Perceived importance and teacher confidence were both high for the food and nutrition topics.

480. A MODEL FOR EDUCATION IN AGRICULTURE BELOW COLLEGE LEVEL FOR THAILAND WITH EMPHASIS ON EDUCATION IN AGRICULTURE IN THE PRIVATE AGRICULTURAL SCHOOL. Tesna, Dharm. Wisconsin University. University Microfilms (Order No. 68-7135). Ph.D. Thesis. 1968. 430p.

The purpose of the study was to develop a model for a privately supported institution teaching agriculture in Thailand. Information was obtained from related agencies in Thailand and international sources about the needs and problems of education in agriculture. The primary inquiry focused on the value of the education in agriculture to Thailand and a curriculum guide was developed based on the implication of educational theories and practices. It was concluded that agricultural education was worth considerable investment because of its potential contribution to the people both socially and economically; and that it should be a primary concern of the government in the administration of rural education. A discrepancy existed between student goals and goals set at the national level. Special education in agriculture offered to the self-settlement students in the farm settlement programs, and the pilot projects of integrating agriculture into academic high school curriculum, seemed very promising. A Thai private agricultural school should aim to teach both those who are already in farming and those who eventually will do so.

481. INFORMATION SOURCES AND COMMUNICATION CHANNELS RELATED TO FARM PRACTICES ADOPTION IN CENTRAL INDIA. Sharma, D.K.; Leagans, J. Paul. N.Y. State University, Ithaca, College of Agriculture at Cornell. EDRS PRICE MF $0.65, HC $3.29. Available from Department of Education, New York State College of Agriculture, Ithaca, New York (Single Copy free; additional copies 25¢ each). 1968. 31p. ED 041 210

The study's main purpose was to identify and describe the roles played by various information sources and communication channels used by Sehore farmers in the adoption of four improved agricultural practices in U.P. District of India. A sample of randomly picked 200 farmers was interviewed by questionnaire. Of the five information sources studied, neighbors were named by all respondents, village level workers by 72%, village chairmen by 26%, and agricultural and university personnel by 20% and 17% respectively. Among the seven means of communication, film demonstrations led by 50%, followed by radio with 38%, audiovisual aids, general meetings, and reading materials. Five adoption stages were recognized: awareness, interest, evaluation, trial, and decision to adopt. Age, education, caste and economic status were discriminating factors, singly or in combination, in the use of all sources except neighbors and village local workers. One major finding was that face to face contacts between agents and farmers had the greatest influence, and mass media the least influence on the adoption.

482. RELATIONSHIP OF ADOPTION OF RECOMMENDED FARM PRACTICES WITH SELECTED VARIABLES IN THREE KOREAN COMMUNITIES. Wang, In Keun. Wisconsin University. University Microfilms (Order No. 67-6843). Ph.D. Thesis. 1967. 128p.

This study attempts to show the relationship of the adoption of Extension recommended agricultural practices with 18 variables pertaining to farm operators in Korean farm communities; to understand the time lag between scientific discovery and use of new developments in agriculture; and to contribute to the practical implications for action programs in the promotion of improvements in agriculture, and to the theory of technological and social change. A sample of 266 farm operators were selected for study from three randomly chosen agricultural communities. Five independent variables were used: personal and family variables; socioeconomic status; social participation; communication variables; and scientific farming orientation. Three control variables were introduced in the analysis of the relationship between variables. The Kendall's Tau was used to measure the degree of association, and a significance test, at 5 percent level, used to determine the reliability of the association. Some of the conclusions were: for the most part selected personal and family variables were associated with practice adoption; however age of farm operators was not significantly related. Experience in farming, and socioeconomic status and social participation, were positively associated with adoption.

483. TRAINING NEEDS OF COUNTY PROGRAM BUILDING COMMITTEE MEMBERS IN TEXAS. Alsup, Ross Glen. Texas A&M University. University Microfilms (Order No. 70-11,525). Ph.D. Thesis. 1969. 139p.

This study examined the training needs of county program-building committee members in Texas. Twenty-five competences were identified by a panel of 12 county Extension agents who served as consultants. The population comprised 200 randomly selected committee members who possessed partial degrees of understanding in all areas of competence listed. Noticeable lack of understanding occurred, however, in "the rules by which the county program building committee operates," "the organizational structure of the over-all county program building committee," and "the relationship of the Texas Agricultural Extension Service to the United States Department of Agriculture." Committee members also lacked abilities in establishing priorities in planning long-range county programs, revising them, and interpreting them to others. Sixty percent of the respondents indicated that the county program building committee had a set of rules by which it operates; 66.7 % indicated that they were members of the sub-committees of the over-all county program building committee and had attended a median of 1.3 sub-committee meetings in the past year. Eighty-four percent of the committee members believed that the committee was an asset to their county. Only 76% thought the committee determined the problem areas in the county.

484. THE DEVELOPMENT AND EVALUATION OF FARM MANAGEMENT INSTRUCTIONAL UNITS FOR YOUNG ADULT FARMER EDUCATION. Peirce, Harry Edgar, Jr. Cornell University. University Microfilms (Order No. 70-6017). Ph.D. Thesis. 1969. 183p.

The purposes of this study were to: develop and measure the effectiveness of instructional units designed to enable young adult farmers to improve their ability to use farm management principles when making decisions, and measure the influence that independent variables have on the young farmer's level of understanding these principles. McCormick's testing instrument for measuring "Seven Profit-Maximizing Principles" was revised slightly to measure the understanding of farm management principles by the farmers who were placed in experimental and control groups. Questionnaires were also prepared to determine the young adult farmer and teacher reaction to the instructional units. The prepared units, when used by teachers with inservice training on their use, were significantly more effective than traditional techniques of teaching farm management as measured by the post-test scores. Teachers who used the units without inservice training ranked second in effectiveness out of three instructional approaches but were not significantly better than those who used traditional techniques. Students with the most formal education and managerial responsibility and best attendance at farm management meetings had a better understanding of farm management principles; older, married, and more experienced students scored higher on exams.

485. FACTORS ASSOCIATED WITH JOB PERFORMANCE OF AGRICULTURAL EXTENSION WORKERS IN JAMAICA, WEST INDIES. Henderson, Thomas Horatio. Wisconsin University. University Microfilms (Order No. 70-3553). Ph.D. Thesis. 1969. 213p.

Factors associated with effective job performance among agricultural extension workers in Jamaica were examined; and the validity of transferring, to a developing nation, the descriptive and theoretical generalizations concerning selection of effective extension workers in the United States was investigated. The sample of 99 officers included 30 advisory, 52 development, and 17 Land Authority Extension (LAE). Two interview schedules and the Rokeach

Dogmatism scale were used. Multiple correlation coefficients were calculated to determine the predictive value of clusters of variables. Among all three groups, the seven factors rated by superiors (initiative, reliability, emotional balance, communication skill, cooperation, technical skill, and leadership influence) correlated highly and significantly with job performance. With all groups dogmatism and attitude toward farmers were highly negatively correlated. The other findings varied widely between groups. Significant positive correlations with performance among officers were found with the following variables: belief in the cause (advisory officers); self-improvement and self confidence (development officers); and education and self-evaluation (LAE officers).

486. THE EFFECT OF SHORT INSTITUTIONAL TRAINING COURSES ON AGRICULTURAL DEVELOPMENT IN A TRIBAL TRUST LAND. Ford, D.R. University of Rhodesia, Salisbury. EDRS PRICE MF $0.65, HC $3.29. Nov. 1970. 11p. ED 044 588

A study was made of the relationship between attendancy by tribal peasant farmers and leaders at one-week courses in agricultural development held at Domboshawa Training Centre and subsequent changes in the Mtoko district of Rhodesia. The broad aim of the courses was to enable tribesmen to gain a better understanding of the causes of erosion due to the lack of conservation farming. Six Headman areas received no training and no extension followup; three received training only; and three received training and followup. Followup extension work emphasized the introduction of new crops (cotton and sorghum) and improving the basic practices in existing crops. Although there are acknowledged weaknesses in the methods of sample selection and data collection, results suggest that the training courses played an important part in initiating increased mechanical conservation (coutouring), improved agricultural practices (use of fertilizers), and problem-solving, reflected in group or community projects. The trend was much more definite in the three areas which received extension followup.

487. THE USE OF AND NEED FOR LIVESTOCK MARKET NEWS. Haag, Herman M. Southern Illinois University. EDRS PRICE MF $0.65, HC $3.29. Apr. 1970. 28p. ED 044 622

This publication reports the practices of 46 livestock producers relating to their use of market news as reported in personal interviews made in September, 1969 in three counties in Illinois. The questionnaire provided for information for: volume of livestock, type, location, frequency of use of various media used to obtain livestock market news; number of markets frequented; use and need for outlook materials; and desired frequency of livestock market summary. Included was a six page "model" publication on weekly market news--a more comprehensive weekly news review than the ordinary--to which producers' reactions were sought. All but one interviewee listened to radio broadcasts of livestock market news; two fifths watched livestock news telecasts; many producers considered only one outlet when selling livestock; 90 % of the producers contacted read outlook information and their principal source was the farm magazines. In choosing between a detailed summary versus a short summary and detailed quotations from specific markets, most producers preferred the latter.

488. COMMUNICATION IN INDIA: EXPERIMENTS IN INTRODUCING CHANGE. Kivlin, Joseph E.; And Others. National Institute of Community Development, Hyderabad (India). EDRS PRICE MF $0.65, HC $3.29. Also available from the Department of Communication, Michigan State University, East Lansing, Michigan 48823. May 1968. 61p. ED 042 105

A study undertaken in India on the diffusion of innovations compared 108 villages on factors which affect adoption of agricultural innovations, and then made comparisons of the adoption behavior of 680 Indian farmers. The third phase of the project compared the effectiveness of radio farm forums and adult literacy classes for communicating information. The two villages using radio farm forums showed significantly more progress than either the two villages with literacy classes or the two control villages. There was some tendency for literacy villages to show more progress than control villages, but differences were usually not statistically significant. It was concluded that a well-run radio farm forum should result in rather immediate accelerated development, and that literacy programs should be considered either as a long-term investment in development or as a social welfare measure.

489. INFLUENCES OF THE KENTUCKY COOPERATIVE EXTENSION HOME ECONOMICS PROGRAM. PART I. Mann, Opal. Kentucky University. EDRS PRICE MF $0.65, HC $3.29. 1968. 62p. ED 042 087

In planning a reorganization of the Kentucky Cooperative Extension Service by re-grouping counties, a statewide study of home economics education was made to determine the audience for the programs, methods by which audiences were reached, and differences between members of homemakers clubs and nonmembers. Interviews were held with a 5% random sample of members and a like number of nonmembers with similar characteristics and interests. Questionnaires were mailed to extension agents in the 116 counties with the program. Findings varied widely among the areas but the typical club member was found as likely to live in an urban area as on a farm, to be 45-64 years of age, to have completed high school but not usually college. She is married and not likely to be divorced or separated as the average Kentucky woman. Her husband's most frequent occupation is farming. She tends not to have dependent children. She is not likely to be employed outside the home; if employed, it is usually part-time clerical work. She has been a member of the club for 10 or more years. Findings indicate that the clubs must attract new members; they must be able to meet the changing needs of families and individuals in both rural and urban areas of the state. (Tables and charts are included.)

490. SOME SELECTED CLOTHING CONSTRUCTION PRACTICES OF TWO SELECTED HOME DEMONSTRATION CLUB MEMBER GROUPS IN KNOX COUNTY, TENNESSEE. RESEARCH SUMMARY OF A GRADUATE STUDY. Williams, Janice Hurst; Dotson, Robert S. Tennessee University. EDRS PRICE MF $0.65, HC $3.29. Extension Study No. 10. Oct. 1970. 21p. ED 042 967

This study in Knox County, Tennessee, was done to determine how those attending Extension clothing construction workshops differed from others; which recommended clothing instruction practices were being used; and factors influencing respondents to adopt or reject practices. Forty-five participants and a random sample of 45 nonparticipants were interviewed. Data were analyzed by numbers, percentages, and adoption ratings. Results indicated that the average home demonstration club member in the county in 1967 was about 49, had three family members, reported a gross family income of $7,867, was not employed, had some training in home economics, and had used two information sources on clothing construction during the previous year. Adoption ratings (including overall scores) were higher for participants than for nonparticipants on all 14 practices. Greatest differences (cited in order) were on clean finishing, trimming seams, applying zippers, staystitching, reading labels and hang tags when buying fabrics, using interfacing, and making darts. Factors influencing adoption included employment status, sources of assistance and instruction in clothing construction, and the types of training received.

491. TWO BLADES OF GRASS: A SUMMARY OF TWO STUDIES ON AGRICULTURAL INNOVATION IN INDIA. Roy, Prodipto; And Others. National Institute of Community Development (India). EDRS PRICE MF $0.65, HC $2.40. Available from National Institute of Community Development, Hyderabad 30, India (Rs. 3/-). 1968. 46p. ED 042 955

Under contract with the United States Agency for International Development and Michigan State University, a study was made comparing diffusion of innovations in Brazil, Nigeria, and India. In India, the study was in two phases: a survey of 108 villages in Andhra Pradesh, Maharashtra, and West Bengal; and a study of adoption behavior among 680 farmers from eight villages in these states. In the villages, it was found that adoption was positively related to the presence of supporting institutions (schools, panchayats, and cooperatives) and access to, and contact with mass media channels of communication. Leaders' receptivity to change affected the whole village. Contact with the outside world was positively related to agricultural adoption among the farmers: contact with extension agents; visits to the city; mass-media contact; secular orientation; and knowledge of political leaders. India should make investments in the social sciences, as well as in agricultural technology; should view supporting institutions as a necessary part of the social infrastructure; should strengthen mass communications; and make plans for employment of labor released from larger, mechanized farms.

492. PROPOSED LESSONS FOR IMPROVED HOME LIGHTING FOR HOME ECONOMICS EXTENSION PROGRAM IN TAIWAN. Li, Anna Hwang Chin-Ming. Oklahoma State University. M.S. Thesis. May 1968. 99p.

This study sought up-to-date information on improved home lighting, developed a program for incorporation by the Taiwan Agricultural Extension Planning Committee into its home economics extension program, proposed a series of seven lesson guides for use by extension field workers, and gathered information on selecting fixtures and lamps so as to use electricity wisely, safely, and with some degree of comfort, beauty, and adequacy. Information on visual tasks, lighting problems, and related concerns came from a literature review. The resulting lesson guides, incorporating demonstrations, equipment, key facts and discussion topics, and supplemental instructional materials, were: "The Importance of Light," "Let Us Measure Light," "The Factors Affecting Our Seeing Tasks," "Lighting Sources," "General Lighting for Different Rooms," "Local Light for Specific Tasks," and "Lamp Shades and Bulbs." Recommendations were also made for program development and promotion.

493. IMAGES OF AGRIBUSINESS HELD BY WORKERS IN THE ROCHESTER AREA OF NEW YORK STATE. Foresi, Joseph. Jr. Cornell University. University Microfilms (Order No. 70-8668). Ph.D. Thesis. 1969. 173p.

The purpose of this study was to identify and analyze images of agribusiness work (farming, supplying, and processing) in the Rochester, New York area held by people employed in the industry. The population from which the sample was drawn consisted of commercial farms and agricultural supplying and processing firms, and all full-time non-seasonal workers employed in these firms located in nine counties around Rochester. A se administered technique was used to collect data; 654 usable questionnaires were obtained. Analysis consisted of obtaining marginal distributions and means for all variables, chi square values for tests of significance, and multiple classification analysis which is similar to one-way analysis of variance. Images of farming, supplying and processing job at different employment levels (professional, skilled, and unskilled) were analyzed in terms of worker job satisfaction and biographical characteristics. As a group, respondents held a higher image of farm supplying than of food production or food processing. Sex, formal education, and father's occupation were significantly related to image of agribusiness. Older workers, and those with a low education or with agribusiness backgrounds tended to have higher job satisfaction.

494. AN ANALYSIS OF AGRI-BUSINESS MANAGEMENT FUNCTIONS AND IMPLICATIONS FOR PERSONNEL TRAINING. Stine, Victor L. Michigan State University. University Microfilms (Order No. 70-15,143). Ph.D. Thesis. 1969. 197p.

Focused on the agri-business manager, the objective of this study was to identify and classify the activities, competencies and characteristics of a selected group of such managers with a view toward the development of suitable training curricula. Three questionnaires were developed and applied to the manager himself, his superior, and a randomly selected subordinate to secure their judgments in regard to the amount of time alloted to certain competencies, the importance of said competency, and the expected role or behavior. The two major questionnaires were divided according to competency categories of: personnel supervision and evaluation, operation and coordination, planning and research, merchandising, finance and control, public relations and community affairs, purchasing and inventory maintenance, and personal demands and improvement. Operations and coordination ranked at the top of the list of competency categories. Other top listed competencies were finance and control, planning and research, and personal demands and improvement. Agri-business managers operate on a less sophisticated level than do many industrial managers. On the whole they seemed to be current-operations-oriented thus leaving little time for long range planning and development.

495. DEVELOPMENT AND EVALUATION OF FARM MANAGEMENT INSTRUCTIONAL UNITS FOR YOUNG ADULT FARMER EDUCATION. FINAL REPORT. Drake, William E.; Peirce, Harry E. New York State University Ithaca. EDRS PRICE MF $0.65, HC $6.58. Aug. 1969. 180p.
ED 043 849

This study developed and field tested instructional units designed to help young adult farmers use farm management principles in decision making. Relationships were also sought between farmers' personal characteristics and their posttest scores. Ten teachers of vocational agriculture (Group A) received inservice training in using the instructional units; nine (Group B) received printed instructions but no training. A control group of nine teachers was also used. The units dealt with the relationship of goals to decision making, the principle of diminishing returns, fixed and variable costs, substitution, opportunity costs, and profitable enterprise combinations. A multiple choice posttest measured the farmers' understanding. Special questionnaires were used to determine the background and reactions of the farmers and their teachers. Prepared instructional units proved more effective than traditional methods. Group A slightly surpassed Group B, which in turn surpassed the control group. Young adult farmers' managerial and marital status, educational background, age and experience, and (for experimental subjects) the number of farm management meetings attended, were related to posttest scores. Teachers and students reacted favorably to most aspects of the instructional units.

See also: item numbers 89, 111, 130, 186, 223, 323, 342, 344, 466, 517, 542.

6735 MACHINE TRADES

496. THE TRAINING OF TOOL AND DIE MAKERS. Herrnstadt, I.L.; Horowitz, M.A. Northeastern University, Boston, Mass. Sep. 1969. 424p.

A study was made to determine the combinations of education, training and experience most likely to produce highly qualified workers; 400 tool and die makers employed in a group of small, medium, and large industries, were interviewed. A list was developed of work qualities and characteristics of the occupation that were considered important for effective work performance. The appropriate supervisor rated the individual workers according to a prescribed scale of abilities. No important differences in the competency of workers produced by various training paths were found; it seemed, rather, that it was the kind of persons attracted into a program that accounted for competency. There were differences in the time spent in training and in the time needed to become a craftsman and to be hired as one. Only "vocational school + apprenticeship" scored high on most measures of effectiveness measured in terms of ratings by supervisors, duration of training, amount of time to become competent craftsmen; there was some evidence that men with apprentice training were upgraded faster than others; work experience was considered an invaluable method of training by an overwhelming majority of men. A multiplicity of different ways of entering and qualifying for an occupation is better than one single path. The government should support as many training "paths" as possible, support the expansion of vocational education in secondary schools, and consider underwriting the training costs of small industries.

497. A COMPARISON OF CORRELATED JOB AND WORK SAMPLE MEASURES FOR GENERAL VEHICLE REPAIRMEN. Engel, John D.; Rehder, Robert J. Human Resources Research Organization, Alexandria, Va. NTIS (AD-714-842). Oct. 1970. 29p.

Two correlated-job measures were compared with the work-sample criterion developed for general vehicle repairmen in earlier military research. Thirty mechanics who had been subjects in the earlier study took paper and pencil tests for their military occupational specialty. Later they took the Metropolitan Achievement Test to determine the relationship between reading levels and performance as shown by the written and work sample tests. Three peer ratings were obtained for each subject. Statistical analysis was performed to compare the validity and reliability of the two tests with that of the work-sample criterion. Neither the peer ratings nor the written tests appeared to be sufficiently valid for measuring behavior encompassed by the work-sample criterion. Moreover, the written tests measured trouble shooting proficiency better than they measured corrective task proficiency. (The report includes three tables, eleven references, and the rating scales.)

6750 BENCHWORK

498. MANUFACTURING ASSEMBLY INSTRUCTIONS: A SUMMARY. Konz, S.A.; Dickey, G.I. In Ergonomics; v12 n3. 1969. p369-382.

Reports a series of 13 experiments investigating various methods of present work instructions to employees. It is concluded that the communication medium is important and that different media affect both time and errors. Error rates can be cut to from 1/ existing time. Four different assembly tasks were used. 8-64 subjects were in each experiment. A wide variety of communication techniques was used. The best medium was pictorial. Less desirable media are those which require the operator to translate abstract symbols into a mental image and then match his assembly with the mental image. If abstractions such as colors, directions, and relationships are presented by audio, the problem of both memory or referability and translation occurs. Once the message has been presented it is gone. The operator must memorize the instruction when it is presented. Even if the operator is permitted to control the rate of presentation, momentary lapses interruptions may cause information to be omitted or misinterpreted. Tape-recorded instructions tend to have a strong pacing effect which restricts productivity.

6800 STRUCTURAL WORK

499. CONSTRUCTION SKILLS. CIRF Publications, International Labour Office, Geneva (Switzerland). 1969. 97p.

This monograph is based on replies to questionnaires received from construction firms, employers' and workers' organizations, and from public and private training institutions and national manpower authorities. It reviews experience in the training of building personnel in various countries and discusses the implications of this experience in terms of a strategy for the industrialization of building activities in developing countries. In doing so, it outlines the existing demand for personnel and the occupational situation in the building trades and highlights the critical skill shortage areas. It then describes the ways in which workers, instructors, supervisors, technicians and superintendents are trained and concludes with a number of recommendations on how existing training systems might be modernized and improved.

See also: item number 156.

6850 OTHER OCCUPATIONS

See: item number 262.

6900 LIBERAL EDUCATION

500. FORUM FOR IDEAS: THE LYCEUM MOVEMENT IN MICHIGAN, 1818-1860. Weaver, Richard L., II. Indiana University. University Microfilms (Order No. 70-7517). Ph.D. Thesis. Aug. 1969. 250p.

Beginning with the lyceum founded in 1818 by Justice Woodward, the Michigan movement flourished until 1860, eventually including 35 lyceums. Lewis Cass, Henry Schoolcraft, Douglass Houghton, and others brought the movement to Detroit, whose Young Men's Society later provided strong leadership and other support. There were 14 lyceums along the Grand River Road, 11 of them in Grand Rapids. As Grand Rapids grew, its single lyceum gave way to business, scientific, labor, law, and library lyceums. The Ann Arbor lyceum was spontaneous and unorganized, often meeting only once or twice a year. The Marshall lyceum had to rely heavily on local talent. In Kalamazoo, enthusiastic participation and well chosen debate topics helped the lyceum movement develop consistently. Of questions debated in Michigan lyceums, 17 pertained directly or indirectly to slavery. Members maintained a forum for controversial ideas; and lecturers (often inexpert) appealed to members' intense educational interest. These lyceums were significant because they existed on a large scale over a long period, contributed to the lives of outstanding civic leaders, dealt with most current issues, aided the formation of libraries and museums, stimulated education and self-improvement, and encouraged an interest in science.

501. THE CHAUTAUQUA MOVEMENT: AN EPISODE IN THE CONTINUING AMERICAN REVOLUTION. Gould, Joseph E. Available from State University of New York Press, Thurlow Terrace, Albany, New York 12201. 1970. 118p.

Inaugurated for the purpose of training Sunday school teachers, the Chautauqua Movement rapidly expanded its course offerings and its popular appeal until it reached thousands of culture-starved communities and helped to give discipline and direction to angry and inchoate movements of social protest. It pioneered in correspondence courses, lecture-study groups, and reading circles in the United States. It filled a vast need for adult education, especially in rural areas, and provided a free platform for discussion of vital issues, and a high standard of cultural entertainment. It introduced many new concepts, ideas, and opportunities to American life: university extension; summer sessions; civic music and civic opera associations; Boy Scouts, Camp Fire Girls, and similar youth groups; courses in dietetics, nutrition, library science, and physical education; and a university press. The movement attracted men such as John Vincent, John D. Rockefeller, and William Harper, who brought talent and devotion to it.

502. A PLAN FOR DEVELOPING AN ADULT MUSIC EDUCATION PROGRAM IN CHARLOTTE, NORTH CAROLINA. Stern, Jack. Columbia University. University Microfilms (Order No. 68-11,143). Ed.D. Thesis. 1968. 149p.

This study traces the historical growth and significance of adult education and reviews the historical, educational, and cultural development of Charlotte, North Carolina. The program in adult music education is focused on the following areas: a formal course in general consumer music; informal groups and ensembles; the community chorus; the community band and orchestra; instrumental classes; radio and television activities; and public library activities. The programs presented are general in nature and flexible enough to adapt to changing needs and interests. The potential is unlimited. Although implementation of the program is not a part of the project, guidelines are suggested for the development of leadership, promotion and publicity, financing, facilities, and evaluation. This project was undertaken with the hope that it would develop a greater appreciation for the meaning and value of adult and music education, promote greater lasting participation in musical activities, and increase Charlotte's stature as a musical community.

503. THE DISSEMINATION OF THE DRAMATIC ARTS IN THE METROPOLITAN AREA OF MILWAUKEE. Kohlhoff, Ralph Edward. Wisconsin University. University Microfilms (Order No. 68-9090). Ph.D. Thesis. 1968. 604p.

This study was undertaken to determine whether or not the theater arts play an important role in a large metropolitan area outside of New York. The Milwaukee (Wisconsin) urbanized area was chosen for the study. Another purpose of the study was to determine whether or not there were important facets of theater, besides professional theater, that were important in themselves, and that played an important part in developing a place for the professional arts in communities removed from the present theater capital. Personal interviews were conducted with the leaders of children's theater, high school theater, adult play-reading groups, professional theaters, theater supporting organizations, college and university theater, adult amateur community theaters, theater supporting industries, and the drama critics of the Milwaukee newspapers. It was determined in the study that the theater arts presently do play an important part in community life in a city outside of New York.

504. 1970 PROJECT UNDERSTANDING: A COMMUNITY EDUCATION PROJECT ON HUMAN SURVIVAL. Wisconsin University, Milwaukee. EDRS PRICE MF $0.65, HC $3.29. 1970. 57p. ED 045 952

The purposes of Project Understanding were to help participants to: obtain accurate information of human survival issues relating to people, poverty, pollution, and politics; think through the implications of these issues and examine their opinions about them; change their own opinions, attitudes, and behavior; and take effective citizen action. An opinionaire was used. The findings indicate that the multi-media method of television, discussion groups, and study materials is effective in changing expressed opinions about social and political issues. Insofar as the opinionaire was an appropriate measure representative of the content and purpose of the program, the research findings demonstrate that Project Understanding accomplished its purpose to a considerable extent. The tests on the null hypotheses designed to ascertain the representativeness of the experimental group were sustained. The hypotheses that the program series would make no difference in opinions on the various subjects covered were rejected. The fact that there was evidence of opinion change only on those items dealt with directly in the programs and not on the miscellaneous statements adds validity to the study. (Evaluation statistics are included.)

505. MASS MEDIA IN PUBLIC AFFAIRS ADULT EDUCATION: A REVIEW OF THE LITERATURE. Power, Hilton M. ERIC Clearinghouse on Adult Education. EDRS PRICE MF $0.65, HC $3.29. Nov. 1970. 12p. ED 042 075

This review examines the major evidence as to the extent and effectiveness of public affairs education provided by, or in conjunction with, the mass media. It assembles relevant findings on participation patterns and trends; participant characteristics, educational television and other study methods, the broadcast media, newspapers, and books as information sources, and the role of communications media in attitude change and innovation. A table and 56 references also appear.

See also: item numbers 159, 308, 534, 567, 569.

6950 HEALTH, MENTAL HEALTH

506. COGNITIVE DISSONANCE AND CHANGE IN CIGARETTE SMOKING IN AN ORGANIZED CONTROL PROGRAM. Dubitzky, Mildred; Schwartz, Jerome L. In Journal of Social Psychology; v79 n2. 1969. p219-225.

Cognitive dissonance was related to changes in smoking in an organized cessation program, and to cognitive changes occurring after the end of the program. Subjects were 252 25-44 year old male members of a group prepaid health plan, assigned randomly to one of three smoking withdrawal methods--tranquilizers, individual counseling and groups. Results showed that attitudes and beliefs, measured separately, were not significantly related to success, while a combined attitude-belief measure was, but not the expected direction. Cognitive changes were observed as predicted by the theory, but there were too small to be statistically significant. Dissonant smokers, contrary to expectations, did not have higher success rates; in addition, dissonant smokers who did not quit did not develop beliefs and/or attitudes more favorable toward smoking. Some possible reasons are offered for the lack of strong positive support for dissonance

See also: item numbers 158, 177, 526.

7000 HOME, MANAGEMENT, CONSUMER ED.

507. THE FACTORS RELATED TO ACCEPTANCE OR REJECTION OF SECOND OWNER CLOTHING FOR PRESCHOOL CHILDREN. Hickman, Joan Turner. Missouri University, Columbia. Extension Education Dept. Training and Staff Development Report Number 19, Summary of. Masters Thesis. Aug. 1970. 9p.

This study, based on a mail questionnaire sent to 598 families in eight northeast Missouri counties, compared the attitudes of mothers in different socioeconomic groups with respect to the use of second owner clothing for preschool clothing. Acceptance and rejection of such clothing were related to family income, family size, and the education of the household head. Proportionately more of the families with incomes up to $9000 accepted second owner clothing while proportionally more families with incomes over $9000 rejected this type. Larger family size and the mother's sewing capacity positively effected acceptance.

508. AN EVALUATION OF THE MISSOURI YOUTH CLOTHING LITERATURE. Jarboe, Patricia A. Missouri University, Columbia. Extension Education Dept. Training and Staff Development Special Report Number 21; Summary of Masters Thesis. Sep. 1970. 9p.

This study evaluated, by means of a questionnaire sent to samples of home economists, youth leaders, and members of youth groups. The literature prepared for the youth clothing program in Missouri as a teaching and directive device for use with youth groups. Reaction to the newly prepared literature was positive.

509. THE INFLUENCE OF SOCIOECONOMIC FACTORS--EMPLOYMENT, INCOME AND RESIDENCE UPON CLOTHING BUYING BEHAVIOR OF FAMILIES WITH PRESCHOOL CHILDREN. Frankenbach, Marjorie F. Missouri University, Columbia. Training and Staff

Development Special Report Number 20, Summary of Masters Thesis. Sep. 1970. 8p.

This study, conducted through a questionnaire to a sample of 652 rural families, sought to determine the clothing buying behavior of families with preschool children in their relationship to their income level, place of residence, and employment status of the mother. The primary general finding was that the mother is still the main purchaser of preschool children's clothing indicating that the educational program should be designed to assist her in shopping and buying problems.

510. NEEDS OF YOUNG MARRIED COUPLES RELATED TO DEVELOPMENTAL TASKS. Jones, Mary Ellen Maurer. Iowa State University. M.S. Thesis. 1969. 80p.

Duvall's Developmental Task Model was used as the conceptual basis for the development of a survey study to identify the needs of Iowa young married couples, to ascertain the differences between the recognized needs of husbands and wives, and to state the implications for the family living curriculum in Iowa secondary schools. A sample of 71 young married couples (aged 17-25) was surveyed. The developmental stage of establishment (marriage ceremony to the first pregnancy) was examined in particular. The typical young married couple was found to have the following characteristics: wives 19-21 years old; husbands 21-22 years old; living in towns of less than 10,000; married less than 2 years; did not have children; and in the middle occupational range. The developmental tasks ranking highest in major or moderate difficulty were (1) your spouse failing to tell you what is bothering him (her) and (2) living too close to your parents or in-laws to feel independent of them. In difference by sex, wives were more concerned about communication with spouse, the husband was too demanding, and the wives had to give up church because the husband would not attend. People without children had more difficulty planning for the future; those with children, more interpersonal problems. Appendixes include the questionnaire employed.

511. PARENTAL VALUES: AN INQUIRY INTO OCCUPATIONAL SETTING. Franklin, J.L.; Scott, J.E. In Journal of Marriage and the Family; v32 n2. 1970. p406-409.

The purpose of the study was to reconsider Miller and Swanson's thesis (1958) that there was a relation between changes in the occupational world and changes in parental values. It was hypothesized that families in which the father is employed in an entrepeneurial setting will emphasize self control in the rearing of their children and that families in which the father is employed in a bureaucratic setting will favor submission to external control for their children. Parents (287) were interviewed in Indianapolis in 1968 to identify bureaucratic (78) and entrepeneurial (209) families, and to discover some aspects of parental values. It was found that there was no relationship between organizational setting of the family and parental values. However, the more usual variables of occupation, education and total income were clearly useful in explaining variations in parental values.

512. CONSUMER CREDIT PRACTICES OF SELECTED HOME DEMONSTRATION CLUB MEMBERS IN MADISON COUNTY, TENNESSEE. A RESEARCH SUMMARY OF A GRADUATE STUDY. Hatcher, Ester L.; Dotson, Robert S. Tennessee University. EDRS PRICE MF $0.65, HC $3.29. Sep. 1970. 43p. ED 043 828

Ninety selected negro home demonstration club members active in Madison County, Tennessee in 1969 were studied to determine their consumer credit practices. Specific purposes were to: characterize club members in high, middle, and low income groups; determine which recommended practices they were using; and identify some of the factors that influenced them to adopt or reject the practices. It was found that all members were interested in the 34 practices and all were using about one third of them. High income respondents were closer to practice adoption than the low income respondents on 29 of the 34 recommended practices. Home demonstration club meetings, television, and the daily newspaper were the major sources of information on credit practices used by all respondents. The majority (94%) of all respondents were interested in attending one or more meetings on consumer credit. (Statistical tables and a bibliography are included.)

513. GAINING EXPERIENCE IN WORKING WITH LOW-INCOME SUBURBAN HOMEMAKERS THROUGH THE DEVELOPMENT OF AN EDUCATIONAL PROGRAM IN FOODS AND NUTRITION FOR THE TRI-TOWN ECONOMIC OPPORTUNITY CENTER. Kaiman, Evelyn H. Rhode Island University. Supervised Field Practicum, M.A. 1969. 40p.

This practicum was planned to give experience in (1) encouraging low-income suburban homemakers to take advantage of available services at their Office of Economic Opportunity Center, (2) securing the confidence of these women, (3) setting up a program in Foods and Nutrition, and (4) using some evaluation techniques. Data were gathered about potential clients and methods already being used in the project area; and a series of weekly foods classes was planned and presented, based on the use of low-cost and surplus foods. Homemakers were encouraged to discuss family food problems, which became topics for other classes. An evaluation sheet was used to determine reactions of the homemakers. After a four-month lapse, the practicum was reactivated. Plans were made for opening four neighborhood centers. Information about Food Stamps was the initial topic in each center, with subsequent programs chosen by the participants in each area. Objectives of the practicum were achieved, although not precisely as planned. Several methods were used to encourage participation in programs at the Economic Opportunity Center; but greater numbers participated when the program was moved to neighborhood centers. A program was developed which included suggestions made by class members as well as basic information. It was found easy to gain the confidence of the homemakers. Although only two written evaluations were used, they provided an opportunity to learn the effectiveness of evaluating by these homemakers when an ability to read and write is required.

514. EVALUATION OF THE LOUISIANA NUTRITION EDUCATION PROGRAM. Jones, J.H. Louisiana State University. EDRS PRICE MF $0.65, HC $3.29. 1970. 75p. ED 041 216

In 1969, 385 Louisiana Cooperative Extension Service aides conducted an eight week nutrition education program (expanded to 12 weeks in three parishes) for over 18,000 low income homemakers and children in 31 parishes. Initial interviews were used to ascertain nutrition habits and influences thereon, knowledge, levels, homemakers' age and education, and family income, race, residence, family size, household items, and families on welfare. Significant changes, often affected by income and food sources, were made by both homemakers and children in consumption of certain foods. The greatest change was in the milk and milk products group; second greatest was the increased use of fruits and vegetables. A moderate change occurred in the use of bread and cereals. The least change was noted for the meat and meat substitute group. The technique of influencing homemakers through children (and vice versa) proved effective. It is expected that the program will be continued and expanded, and that future nutrition education programs will benefit from knowledge gained in this program. (Fifteen tables and a questionnaire are included.)

515. NEEDS AND INTERESTS OF YOUNG HOMEMAKERS LIVING IN TWO LOW-INCOME HOUSING PROJECTS. Barton, Ann; Gilchrist, Virginia. In Journal of Home Economics; v62 n6. Jun. 1970. p389-392.

This study identified some common needs and interests and revealed differences according to the race and age of 50 nonwhite homemakers in two housing projects in Montgomery, Alabama. The homemakers were married or head of a household from 16 to 40 years of age; family income was $3,000 or less per year. Results indicated that residential mobility is more stable than previously believed, especially for the nonwhite homemakers, 50% of whom had lived there for five years or more. More programs on understanding credit are needed and desired by nonwhite homemakers; and programs on money management are desired by white homemakers. Compared with the nonwhite subjects, the white subjects read less and had fewer magazine and daily newspapers available in their homes. Young nonwhite homemakers were interested in their children's optimum development; however, they were not aware that they needed more information concerning how children grow and develop. Evidence indicates the need for further programs in helping young homemakers see the relationship between early childhood development and success in later stages of development. Such programs could be initiated in group discussions of parents in conjunction with the day care or Head Start programs and other work with low-income families.

516. NEEDS AND INTERESTS OF FOREIGN STUDENT FAMILIES IN THE IOWA STATE UNIVERSITY COMMUNITY. Skrdla, Betty Jeanne. Iowa State University. M.S. Thesis. 1969. 104p.

This study surveyed the needs and interests of foreign student families, especially difficulties perceived by students' wives in selected aspects of homemaking; and investigated the wives' sources of homemaking information. Data came from structured personal interviews with families representing eight areas of the world, four types of local housing, five religions, various subject matter areas, and differing family status and cultural backgrounds. Common difficulties involved such matters as housing, shopping, transportation, loneliness, unfamiliar foods, and frustration at lack of interest in or knowledge of geography and world conditions. Needs included information about local resources, orientation to shopping and laundromats, child care, better lighting, nutritional and food preparation information, and help with banking, credit, legal documents, and household records. The leading information sources were neighbors, other women from the homeland, and telephone calls to university home economics specialists. A plan for helpful and sustained community relationships with foreign student families was developed, along with changes in case study methodology.

517. CONGRUENCE IN THE EDUCATIONAL NEEDS OF HOMEMAKERS IN LAKE COUNTY, INDIANA AS PERCEIVED BY PROGRAM DETERMINERS, EXISTING CLIENTELE AND POTENTIAL CLIENTELE. Quesenberry, E. Wisconsin University. University Microfilms (Order No. 69-982). Ph.D. Thesis. 1968. 201p.

This study sought mainly to determine how needs perceived by Cooperative Extension specialists and Extension Home economics influentials (largely homemakers) compare with perceptions by existing and potential Extension Home Economics Club clientele. Rank ordered perceptions of influentials and three other respondent groups (including 207 homemakers in Lake County, Indiana) concerning educational needs were compared. Differences between influentials' perceptions and those of present and potential clients were examined in relation to five program areas and several background variables (age, education, number of children under 18, tenure in clubs, participant or not, occupation, income, residence). These were among the findings: (1) influentials ranked Individual and Community Resource Development higher, and Family Stability, Consumer Competence, and Family Health lower, than other groups; (2) "coping with tensions and pressures in everyday life" was the only statement ranked in the top 10% by every group; (3) personal and family relations, tension and pressure of everyday life, the feelings, concerns, and emotions of various age groups, and management of time and money were among the chief concerns of all groups; (4) age and number of children under 18 were the main background variables in rankings of program areas.

See also: item numbers 69, 257, 266, 356, 384.

7020 FAMILY, PARENT EDUCATION

518. TRAINING AS A PREFERRED MODE OF TREATMENT OF PARENTS OF EMOTIONALLY DISTURBED CHILDREN. Carkhuff, Robert R.; Bierman, Ralph. In Journal of Counseling Psychology; v17 n2. Mar. 1970. p157-161.

Both parents and children were pretested and posttested with the following results: (1) the training group demonstrated gains in communication and discrimination; and (2) while the training group parents perceived themselves as improving in interpersonal skills, they did not generalize gains to play situations with their children.

519. A FOLLOW-UP STUDY ON IN-SERVICE TRAINING IN FAMILY LIFE EDUCATION. Lucker, Eleanore B.; Bain, Joyce K. In Family Coordinator; v19 n1. 1970. p88-94.

A direct-question questionnaire was mailed to 62 participants in a family life education institute one year after the six-week institute. Effectiveness of the inservice program was evaluated by comparison of community activities before and after the institute.

520. ABILITIES NEEDED BY COMMUNITY FAMILY LIFE EDUCATORS: VIEWS OF EDUCATORS, EXECUTIVES AND PRACTITIONERS. Williams, Carl Eugene Columbia University. University Microfilms (Order No. 70-4526). Ph.D. Thesis. 1969. 127p.

The chief purpose of this study was to discover differences in perception among a sample of educators (24), executives

(9), and practitioners (73) as to abilities needed by a community family life educator and best ways to assure these abilities and training. Data were collected by interviews and a questionnaire. Of 12 preselected abilities, the majority of respondents agreed that particularly needed were the abilities to: challenge students to think critically; create an atmosphere of acceptance; understand himself and others unlike himself; and work with clientele. Less than half the educators and practitioners thought it important to be able to teach beyond one's own experience; but 75% of the executives thought it important. Educators felt more strongly than either practitioners or executives that the ability to convey information, feelings, and attitudes was important. Since differences in perception do exist, educators need to take the opinions of executives and practitioners into account when they plan training programs.

521. AN INVESTIGATION OF THE EFFECT OF CONJOINT FAMILY HELP ON INTERACTION IN ANTISOCIAL FAMILIES. Golner, Joseph H. Boston University. University Microfilms (Order No. 70-12,172). Ed.D. Thesis. 1969. 300p.

This study identified pertinent dimensions to be emphasized by future "conjoint family help" (CFH) counselors. These CFH's worked with entire families in their homes for an hour on a regular basis. The investigator believed that his objective could be achieved on the basis of his assessment of change in family members as reflected in their implicit statements concerning their own behaviors. These statements were recorded and later were classified according to the investigator's original 12 dimensions by a panel of six independent guidance counselors instructed by the investigator to apply the dimensions. The findings were inconclusive because the judges (counselors) could not adequately verify the investigator's classification of statements and assessment of change. A review of their judgments suggested that the pertinent dimensions could be more reliably selected on the basis of prominence of the dimensions as reflected in the judges' combined ratings. Fifty percent of the pooled judgments of the judges classified in the statements in two dimensions between which they were equally distributed: Rejection versus Acceptance of CFH Counselor (denial versus acknowledgment of helping person's interest) and Dehumanization versus Humanization (inability versus ability to express feelings).

522. THE EFFECT OF A PARENT EDUCATION ON THE SELF-CONCEPT, ACHIEVEMENT, AND BEHAVIOR OF EDUCABLE MENTALLY RETARDED NEGRO PRE-ADOLESCENTS. Schleicher, Kurt Walter. Virginia University. University Microfilms (Order No. 70-8057). Ed.D. Thesis. 1969. 105p.

This study determined whether a systematic program of parent education for a period of six weeks would effect significant changes in the self-concept, attitude, behavior, and academic achievement of the mentally retarded children of these parents. Two groups of educable mentally retarded Negro pre-adolescents were compared on measures of self-concept, attitude, behavior, and academic achievement. The experimental group consisted of 16 subjects, and the control group, of 20. All subjects were enrolled in classes for the educable mentally retarded in a rural public school division. Their chronological ages ranged from seven through ten, and their Wechsler Intelligence scale for Children IQ scores ranged from 50 through 80. They all came from low socioeconomic home environments. The subjects were tested prior to and subsequent to the six-week parent education program, with five instruments. The findings failed to support the thesis that the six-week parent education program would effect significant positive changes in self-concept, attitude, behavior, and academic achievement of the Negro educable mentally retarded pre-adolescents when compared with a control group whose parents did not receive the educational program.

523. PARENTS AS PRIMARY CHANGE AGENTS IN AN EXPERIMENTAL HEAD START PROGRAM OF LANGUAGE INTERVENTION. EXPERIMENTAL PROGRAM REPORT. Boger, Robert P.; And Others. Merrill-Palmer Inst., Detroit, Mich. Michigan State University. EDRS PRICE MF $0.65, HC $6.58. Nov. 1969. 191p. ED 044 168

The purpose of this study was to determine the effectiveness of parents as change agents in an ongoing Head Start program. Subjects were 72 rural white disadvantaged and advantaged children and their parents who were assigned to three treatment groups: developmental language, structured language, and placebo (workshop). Mothers set in 12 weekly 2-hour instructional sessions with teachers, using specific materials developed in teacher-directed workshops. (These materials were not used in the Head Start program during the experimental period.) Pre- and posttests on a variety of measuring instruments evaluated children's intellectual, linguistic and self concept performance. Also evaluated was the quality of mother-child interaction and the mother's storytelling ability. Results of the study support the major hypotheses which predicted improvement in language performance, intellectual performance, self concept development, and mother child interaction, as a result of a differentiated parent education language program. No program approach was clearly superior but mothers in the specific content oriented intervention program increased their own verbal and linguistic skills as well as the quality of interaction with their children. Children whose parents work with them appear to have a learning advantage. Appendixes comprise more than 1/3 of the document.

524. THE DIFFERENTIAL EFFECTS OF THREE PARENT EDUCATION PROGRAMS ON THE ACHIEVEMENT OF THEIR CHILDREN ENROLLED IN AN EXPERIMENTAL HEAD START PROGRAM. Kuipers, Judith Lee. Michigan State University. University Microfilms (Order No. 70-9579). Ph.D. Thesis. 1969. 203p.

The purpose of this study was to train teachers to educate mothers to work with their children in the home to further linguistic skills, intellectual performance, and self concept development. Seventy-two advantaged and disadvantaged children in six experimental Head Start classes and their parents were randomly selected for the sample. The classes were paired to obtain samples consistent with the proportion of advantaged and disadvantaged children in a larger population. Three treatment groups were used: Developmental Language Treatment; Structured Language Treatment; and Workshop or Placebo Treatment. Mothers met in 12 weekly two-hour sessions with their children's teacher; training, instructions, and evaluation were provided for the teachers by the investigator. Five testing instruments were used. Five hypotheses were stated; it was impossible to reject the null hypothesis for these. However, treatment main effects on the Full Scale IQ reached the (.08) level, and significant differences (.001 to .05) on various subtests across instruments evidenced support in the direction of improved performance. There were no significant differences in performance between the children in the Developmental Treatment Group and the Structured Treatment Group.

525. EXPERIMENTS IN THE ESTABLISHMENT OF VERBAL BEHAVIORS IN CHILDREN THROUGH THE TRAINING OF MOTHERS IN BEHAVIOR MODIFICATION. Blindert, H. Dieter. Rochester University. University Microfilms (Order No. 70-2,848). Ph.D. Thesis. 1969. 218p.

Where verbal deficits exist in children, one method of exceptional promise uses operant conditioning techniques to establish and modify verbal behavior. Modifications and extensions take place as the function of direct interaction between an experimenter and the child. Assuming that ideal teachers for such children, given the availability of teaching time, and familiarity with behavioral consequences for her child, would be the mother, a study was made whose objective was to develop a training program for the mother in the use of operant conditioning techniques. In four cases a mother was introduced to contingency management, and familiarized with behavioral analysis of verbal and vocal topography and function. She was then taught to apply these instructions to the specific problems of her child, so that she and the experimenter actually taught the child. After each case study the author's teaching procedure was modified so as to develop a program which incorporated the discoveries and results of the four case studies with respect to the goal. The resulting strategies represented an actual procedure which if administered as directed, had a very high probability of resulting in the predestined behavioral changes in a mother and consequently in her child. The program was administered to a fifth case to demonstrate its validity.

526. TEACHING MOTHERS OF MONGOLOID CHILDREN TO USE BEHAVIOR MODIFICATION PROCEDURES. Lasser, Barbara Ruth. New Mexico University. University Microfilms (Order No. 70-10,121). Ed.D. Thesis. 1969. 163p.

Techniques for effecting and evaluating behavior change were taught to a group of mothers of preschool and primary aged children diagnosed with Down's Syndrome. Problems conceptualized as basically operant were treated with techniques derived from Skinnerian principles of reinforcement and extinction, and the concept of successive approximations. Problems conceptualized as respondent consisted of fears and phobias, as were treated with techniques similar to Wolpian desensitization and reciprocal inhibition Behaviors were strengthened by operant reinforcement techniques. Of 16 problems for which frequency data were available, 12 were successfully modified, and one was modified with moderate success. Though formal recordkeeping was terminated after 10 weeks, most mothers continued efforts to produce behavior change. Major conclusions: a) operant conditioning was more difficult for the mothers than desensitization; b) mothers who talked of retardation as retarded behavior rather than irreversible low mentality were more industrious; c) case study method was valuable for gathering detailed data on individual behavior change. The major contribution of the study was in the methods, materials, and strategies found useful in effecting the successful employment and generalization of the techniques by the mothers.

See also: item numbers 77, 527.

7050 ARTS, CRAFTS, RECREATION--CONSERVATION ED. OUTDOOR ED.

527. OUTDOOR RECREATION AND FAMILY COHESIVENESS: A RESEARCH APPROACH. West, Patrick C.; Merriam, L.C., Jr. In Journal of Leisure Research; v2 n4. Fall 1970. p251-25 .

528. AN INVESTIGATION OF THE VALUE OF INTERVAL TRAINING AT OFFICER CANDIDATE SCHOOL, QUANTICO, VIRGINIA. Krauer, John J.; Rasch, Philip J. Naval Medical Field Research Lab., Camp Lejeune, N.C. NTIS (AD-702-772). Mar. 1970. 15p.

The study evaluated the effects of the use of interval running training techniques instead of the traditional physical training methods employed at the U.S. Marine Corps Officer Candidate School. One platoon was trained by use of interval running techniques while a control platoon employed the continuous running method. Both methods improved the candidates' ability to run a distance of three miles, but there was no significant difference between the results of the two programs. It was suggested that the physical activity required in the overall program may have obscured the effects of that portion of it. Further studies employing different programs are indicated.

529. THE FREEDOM QUILTING BEE COOPERATIVE OF ALABAMA: AN ART EDUCATION INSTITUTE. Richardson, Jeri Pamela. Indiana University. University Microfilms (Order No. 70-7982). Ed.D. Thesis. Jun 1969. 262p.

Using an institution description taxonomy, this study surveyed the Freedom Quilting Bee Cooperative (FQB) of Alabama, comprised of Negro women who make and sell folk quilts. The history of the FQB and the area served was traced from slavery through the Depression, the New Deal, World War II, and postwar years up to Martin Luther King's movement. Socioeconomic, political, and other local conditions were also noted. FQB training and other functions were described within a framework including a cooperative institution, economic enterprise, political entity, self-help project, cultural exchange medium, and other components. After describing the total institution, the study discussed how the FQB Cooperative promotes such broad objectives as skill development and cultural identity. It then compared FQB learning methods and content with methodology in other areas of adult education, and considered ways in which current FQB methods might be applied elsewhere. Recommendations for a community learning center, service to young people, and other services were offered, followed by ideas on further research.

530. WALTON COUNTY: A RECREATION PLAN. Edwards, Judith J. Georgia University, College of Agriculture. Project report. Aug. 1968. 78p.

Conducted in Walton County, Georgia, with the cooperation of the County Community Action Committee, this study sought to determine which activities are perceived as recreational, and how perceptions and recreational participation are influenced. Members of the Committee completed a questionnaire defining 37 selected activities as recreational or not, and indicating personal levels of participation. Respondents differed widely in perceiving specific activities. Moreover, personal definitions, patterns of participation, and expressed recreational interests were influenced by age, sex, income, education, and number of children. Age and income were especially significant to expressed interests. Other response questions led to the conclusion that, although there are recognized recreational facilities in Walton County, respondents desire several additional facilities. Ideas for an expanded recreational program have been formulated for possible inclusion in the Walton County Overall Economic Redevelopment Corporation.

7150 CROSS CULTURAL TRAINING

531. CROSS-CULTURAL STUDIES OF BEHAVIOR. Al-Issa, Ihsan, Ed.; Dennis, Wayne, Ed. Available from Holt, Rinehart and Winston, 383 Madison Avenue, New York N.Y. 10017. 1970. 575p.

Drawing upon research conducted in western and nonwestern societies, the present work contains six cross-cultural studies of visual perception, another six on intellectual functioning, six on personality variables in different cultures, seven on child rearing and child behavior, five on psycholinguistics, and eight on mental health. Indexes and chapter bibliographies are furnished.

532. GOVERNMENT-SUPPORTED RESEARCH: INTERNATIONAL AFFAIRS. RESEARCH COMPLETED AND IN PROGRESS, JULY 1968-JUNE 1969. U.S. Dept. of State, Washington, D.C., Office of External Research. NTIS (AD-704-860). Nov. 1969. 172p.

This inventory describes well over 500 current research projects (those initiated, in progress, and completed during Fiscal Year 1969) in the social and behavioral sciences dealing with agricultural development, overseas and international trade, geography, science and technology, demography, health and welfare, social structures and problems, language and communication, political science, arms control and disarmament, and other fields germane to United States foreign policy and to international relations. Entries under the "Education" rubric include about a dozen studies on occupational training and other forms of adult education. Contributing agencies and monitoring officers are noted for each study. The document includes two indexes.

533. STUDENT FACTORS IN THE ACQUISITION OF MODERN SPOKEN JAPANESE BY NORTH AMERICAN AND EUROPEAN MISSIONARIES. Jacobsen, Morris Bernard. Indiana University. University Microfilms (Order No. 71-6863). Ph.D. Thesis. Sep. 1970. 238p.

This study tested hypotheses on the relationship between achievement of proficiency in spoken Japanese and the variables of ease of adjustment to life in Japan; effects of childhood multilingualism, musical background, and previous level of formal education; and deliberately delaying the introduction of kanji (Chinese ideographs) into intensive language study materials. A special 79 item questionnaire was completed by 654 active missionaries who had finished two years of language study. Language proficiency subscales were developed to cover reading and writing, speaking exposure to linguistic stimuli, developed aptitude, cosmopolitanism, aural dependency (reliance on learning by ear), and satisfaction with the curriculum and other program elements. Rate of language learning was significantly and positively related to childhood multilingualism, sensitivity to semantic differences, and ease of adjustment, but not to the other hypothesized variables.

534. IFYE ALUMNI: THE CONCEPTION AND PERFORMANCE OF ROLES PROMOTING INTERNATIONAL UNDERSTANDING. Tenney, Richard Wesley. Pennsylvania State University. University Microfilms (Order No. 70-7248). Ph.D. Thesis. 1969. 104p.

A study was made of the International Farm Youth Exchange programs, which is administered by the National 4-H Club Foundation and based on a foreign rural cultural living experience. The purpose was to determine the correlation and interaction of personal characteristics of alumni and program characteristics in promoting international understanding. A schedule was developed and mailed to 94 national IFYE applicants who had not become participants and to 570 IFYE alumni, with respective responses of 63 and 474. The main statistical treatment used least squares multiple regression for a single equation stochastic model. Dependent variables were role importance and role performance. Findings included: there was no significant correlation between current self-conception of role importance and the IFYE experience but the IFYE alumni performed at a higher level; there was significant increase in role importance ratings and performance percentages in answers given in 1967 over those given in 1962; importance ratings and performance percentages were higher for alumni of the continental area of Latin America and those currently working in international type occupations; alumni were currently seeing themselves more often as leaders in roles promoting international understanding.

535. STIMULATING INTERCULTURAL COMMUNICATION THROUGH ROLE-PLAYING. Stewart, Edward C.; And Others (HumRRO). MF $0.65, HC $3.29. May. 1969. 69p. ED 041 226

This report describes the design and development of training to increase cultural awareness. Significant aspects of intercultural interaction were simulated in a series of role playing exercises. Typical American values and assumptions were demonstrably elicited from a trainee as he interacted with a "foreign" auxiliary. The auxiliary was trained to reflect a mirror image of American values and assumptions judged important to overseas performance. These values and assumptions were derived from an analysis of American "middle class" culture. Several paper and pencil tests were developed as interim estimates of training objectives. Preliminary data bearing on the effectiveness of the technique were presented. Possible variations in training format were suggested and some conclusions drawn for use of the simulation exercises along with other approaches and exercises. (The document includes 32 references, seven tables, background material for role players, and instructions for part of Test D.)

536. CONFLICTING ASSUMPTIONS AS BARRIERS TO INTER-AMERICAN COMMUNICATION. FINAL REPORT. Gorden, Raymond L. Antioch Coll., Yellow Springs, Ohio. EDRS PRICE MF $0.65, HC $6.58. Apr. 1970. 117p. ED 040 119

The general purpose of this project was to produce some reliable and valid knowledge of how differences in the non-linguistic aspects of North American and Latin American socio-cultural patterns (concepts, values, beliefs, norms, expectations, and ethnocentrism) act as barriers to cross-cultural communication. The end product was to be instructional materials which would contribute to understanding the general nature and socio-cultural contexts of communication, and, to provide concrete practical knowledge of roles played in various situational settings in Latin America. The field methods included the use of direct participant-observation, depth interviews and questionnaires. The subjects were 160 Colombians who interacted in varying degrees with 140 North American undergraduate students and Peace Corps Trainees. A "syllogistic model of meaning" was devised to treat all the concerns of linguistics, semantics, kinesics, proxemics, and paralinguistics. Socio-economic subcultures were not considered. To dramatize and disseminate the subject data of 5 reports summarized here, a prototype of the Cross-Cultural Communication Packet (CCCP) for training Americans was developed: Cross-Cultural Encounter in a Latin American Bank.

537. **THE EFFECTS OF PROGRAMMED CULTURE TRAINING UPON THE PERFORMANCE OF VOLUNTEER MEDICAL TEAMS IN CENTRAL AMERICA.** O'Brien, Gordon E.; And Others. Illinois University. NTIS (AD-692-406). Jun. 1969. 52p.

This study compares the performance of volunteer medical teams who received a programmed culture assimilator test with teams who did not receive the assimilator. All team members, citizens of the United States, worked for three-week periods in Honduras and Guatemala and were rated on their success in conducting clinics and managing community development projects. The effect of culture training upon productivity, clinic training, and on teams working in villages is described.

See also: item numbers 107, 347, 407, 470, 516.

7500 INSTITUTIONAL SPONSORS

7510 COLLEGES, UNIVERSITIES

538. **AUTHORIZATION FOR ADULT EDUCATION AND EXTENSION SERVICES BY THE POLICY MAKING GROUPS OF BRIGHAM YOUNG UNIVERSITY.** Haslam, George S. Brigham Young University. M.A. Thesis. Aug. 1963. 227p.

Using an historical review, minutes of policy making meetings and questionnaire responses by 93 presidents of Mormon stakes (large Territorial units), this study compiled decisions governing the administration of adult education and extension services by Brigham Young University (BYU); formulated tentative administrative policy statements for areas not previously covered; and drafted a position paper on the mission of adult education and university extension and its relationship to BYU and the Mormon church. Extracts from minutes of meetings were classified under adult education and extension growth and organization, Leadership Week (now Education Week) programs, Extension Division expanded services, or miscellaneous. These were among the findings and conclusions: (1) adult education developed to satisfy needs rather than as a well planned program; (2) historically, it has been more successful when motivated by service rather than profit; (3) Education Week has been crucial to the development and acceptance of BYU adult education and extension services, and has enjoyed relatively great emphasis; (4) stake presidents favor program continuation and expansion, with financing through individual registration fees; (5) programs should be strengthened and upgraded in wards and stakes served by off-campus centers.

539. FACULTY ATTITUDES TOWARD SELECTED ASPECTS OF A MULTI-DIMENSIONAL UNIVERSITY CONTINUING EDUCATION COLLEGE. Porter, Lee. Syracuse University. University Microfilms (Order No. 70-14,727). Ed.D. Thesis. 1969. 152p.

This study examined faculty attitudes toward selected aspects of a multidimensional university continuing education college. A stratified random sample of 300 Syracuse University faculty members answered an attitude questionnaire with 35 statements to which they responded on a continuum from "strongly agree" to "strongly disagree." Biographical data such as age, rank, experience and sex were also requested. In terms of attitudinal differences, females were significantly more favorably disposed than males. Instructors were more favorable than professors and no significant differences were found according to age. Those who had been involved in research were more favorably disposed than those with no involvement as were those who taught in non-credit programs over strictly credit teaching.

Faculty members from the professional schools were significantly more favorable in their responses than Liberal Arts faculty but there was no differences between Social Science-Humanities faculty and those in the natural sciences. Part-of-load versus overload methods of compensation showed attitudinal differences in both directions among the various categories. Those faculty members with no teaching experience reacted more favorably than faculty with various levels of experience and years at Syracuse University were significant in only one attitude category.

540. PROGRAMS AND REGISTRATIONS 1969-70. Childs, Gayle B., Ed. Association of University Evening Colleges, Norman, Okla.; National University Extension Association, Silver Spring, Md. EDRS PRICE MF $0.65, HC $3.29. Also available from Howell W. McGee, Executive Secretary AUEC, University of Oklahoma, 1700 Asp Ave., Norman, Okla. 73069. 1970. 33p. ED 044 626

This is a statistical report on programs and student enrollments of organizations affiliated with the Association of University Evening Colleges (AUEC) and the National University Extension Association (NUEA). Programs and registrations are listed by institutions under classes, conferences, correspondence, and total registrations, and registration figures broken down by academic subject category for each institution. The total correspondence course program for 1969-70 is given; a statistical summary is presented; and programs and registrations are tabulated by states.

541. PROFILE AND PERCEPTIONS OF THE PART-TIME STUDENT. Bruker, R.M.; Taliana, L.H. In College Student Survey; v4 nl. 1970. p31-32.

A questionnaire survey of the profile and perceptions of the part-time student at the Edwardsville Campus of Southern Illinois U. This campus is located in a heavily industrialized area near St. Louis. Responses were obtained from about 40% of the approximately 2000 part-time students. Such a student is about 29 years of age and fully employed. He is probably preparing for a career in business or the professions. Frequently his employer grants financial assistance. He feels that the functions and services of the University are oriented almost entirely in terms of the fulltime students. Several suggestions are made to correct this feeling, such as providing the part-time student with the college paper and recognizing his achievement in the granting of scholastic awards.

542. A HISTORICAL ANALYSIS OF NON CREDIT ADULT EDUCATION PROGRAM DEVELOPMENT AT THE UNIVERSITY OF GEORGIA, 1804-1968. Bonniwell, Hilton Thomas. Georgia University. University Microfilms (Order No. 70-1142). Ed.D. Thesis. 1969. 432p.

This study traces non credit adult activities at the University of Georgia from its beginning in 1801 to 1968. The specific purpose was to determine whether events which compose the major developments merely reflected national happenings or whether the local developments influenced national happenings. The study identifies documents, organizational patterns, persons, policies, and influence groups instrumental in the development of non credit adult education services at the University. The origin and development of the three categories of services currently available (agricultural extension, continuing education, and institutes) and their contribution to improved programs for the State's citizenry was studied. It was found that expanded programs and conceptions of adult education have resulted in the development of agricultural extension and continuing education, and that the availability of institutional funds, public demand for services, and leadership of individuals were, in that order, the most influential factors in the development of the adult education program at the University.

543. A MODEL FOR EDUCATIONAL IMPROVEMENT IN EXTENSION. Kreitlow, Burton W.; MacNeil, Teresa. Wisconsin University. EDRS PRICE MF $0.65, HC $3.29. Theoretical Paper 25. Apr. 1970. 11p. ED 043 829

Originally designed to describe change in school systems, a model for educational improvement is generalized here in terms of university extension. An assumption is made that Extension is also an open system, where an observable improvement process occurs. The model permits an idea to be traced from the point where it enters the system to where it becomes part of the organization's action program. The flow may proceed through the stages of research, development, diffusion, and on to adoption. An essential part of the model is its social change mechanism which includes (in the case of university extension systems) administrators, specialist staff, program participants, and a governing board. An example illustrates the importance of interaction between representatives of these groups if commitment decisions are to be reached about improvements in the system. (Four figures are included.)

544. ADULT EDUCATION AND UNIVERSITY EXTENSION PROGRAMMES IN NEW ZEALAND. Hall, D.O.W.; And Others. In *New Zealand Journal of Educational Studies*; v4 n2. Nov. 1969. p87-139.

These four articles discuss various aspects of adult education and university extension programs in New Zealand: aims and methods, a case study of founding of a university extension program (Massey University's at Palmerston North), participation and dropouts, and certificate courses. The influence of the British University extension system is cited, and the relation of available programs to population distribution is discussed. Participation and dropout statistics are related to previous level of education and to socioeconomic status. Although most discussion refers to factors peculiar to the New Zealand situation, the research on participation and dropouts is also related to similar findings in the United States and Great Britain.

See also: item numbers 6, 28, 74, 79, 95, 107, 110, 114, 128, 138, 168, 175, 190, 194, 209, 232, 246, 272, 282, 331, 335, 339, 341, 348, 354, 384, 420, 459, 478, 501, 516, 543, 563.

7600 COOPERATIVE, RURAL EXTENSION

545. A HISTORY OF THE ILLINOIS HOME ECONOMICS PROGRAM OF THE COOPERATIVE EXTENSION SERVICE. Kaiser, Gertrude E. Chicago University. Available from Chicago University, Dept. of Photoduplication, University of Chicago Library, Swift Hall, Chicago, Ill. 60637 (Price MF $3.10). Ph.D. Thesis. Jun. 1969. 448p.

The dissertation traces the history of the organization and development of the Illinois Home Economics Program from its inception at the University of Illinois to the 1950s; and analyzes influences of social order upon the administrative structure and programs of an adult educational institution. Sources of data include annual reports, files, paper collections, congressional records, and statements prepared or made by people who had participated in the program. Seven societal forces that had a bearing on the course of the evolving organization and program were identified: economic values and motivation of professional leaders, and institutional aims and characteristics as identified by leaders. Some of the conclusions made were: urbanization brought a greater demand for the employment of women; educational forces helped women to develop county programs; personal motivation of leaders and economic trends influenced participation in the program; political forces brought financial aid; and the program had its foundation in a framework basic to an educated citizenry which includes a democratic government a public school system, and educational movements to reach the industrial and agricultural classes.

546. EVALUATION OF EDUCATIONAL TELEVISION IN UNIVERSITY EXTENSION YOUTH PROGRAMMING. Thompson, John F.; And Others. Wisconsin University. EDRS PRICE MF $0.65, HC $3.29. Research Report 67. Aug. 1970. 15p. ED 044 639

This study tested the effectiveness of the Four H TV Action series broadcast over several Wisconsin commercial stations for school children in grades 4-6. Data were sought on patterns of participation, effects of related classroom activities and personal maturity on learning, and the extent to which youth can learn about emergency preparedness through television. In addition to broadcasts in 16 western Wisconsin counties beginning in January 1967, the program was televised on Saturday mornings in the fall by commercial stations in Green Bay, Rhinelander, and Wausau. Teachers in LaCrosse County administered pretests and posttests and agreed to discuss each program in class and to have the students complete the suggested projects. (Teacher responses and university extension agent reactions included data from a much wider area.) These were among the conclusions reached: (1) university extension can use educational television (ETV) effectively with grade 4-6 children during nonschool time; (2) they will view ETV and learn from it;

(3) grade 4 pupils like the program better than grade 5 or 6 pupils, but the latter learn more; (4) supplementary classroom activities tend to increase learning; (5) teachers respond favorably to ETV programs and will use them.

547. A STUDY OF ALABAMA LEGISLATORS' PERCEPTION OF THE AUBURN UNIVERSITY COOPERATIVE EXTENSION SERVICE. White, Louis Edward. North Carolina State University. University Microfilms (Order No. 70-18,985). Ed. D. Thesis. 1970. 171p.

This study determined: Alabama legislators' perception of the Auburn University Cooperative Extension Service; and the extent to which selected factors were associated with their perception of the objectives, programs, and clientele. It was hypothesized that there is no association between legislators' perception of certain elements of the Auburn University Cooperative Extension Service and their years of legislative experience, place of residence, level of formal education, occupation, direct contact with the Extension Service, degree of conservatism, and urbanization of the district they represented. A random sample of 60 of the 141 members of the 1967-69 Legislature was interviewed. They represented 57 of the 67 counties. Findings showed each of the seven independent variables to be significantly associated with at least one or more of the elements of perception examined. Therefore, the hypotheses were partially substantiated. Direct contact with the Extension Service appeared to be more significantly related to the respondents' perception of the organization than were the other six factors. Place of residence and urbanization of the district the respondent represented exerted the least influence on legislators' perception of the service.

548. AN OPINION SURVEY OF AGRICULTURAL EXTENSION WORK IN ONTARIO. Baker, Harold Reid. Cornell University, Ithaca, N.Y. University Microfilms (Order No. 59-2690). Ph.D. Thesis. Feb. 1959. 178p.

The study assessed the degree of consensus of opinion between specified groups of Ontario government extension workers and farm operators on questions related to extension work; and investigated problem areas of current interest (1958) to the field of agricultural extension in the province. Interviews were held with 100 full time extension workers, 92 part time specialists, 22 administrators, 303 farm operators who were members of the Farm Radio Forum, and 247 other farmers chosen at random. Findings on the strengths and weaknesses of Ontario agricultural extension led to recommendations for coordination of all government rural extension work; creation of opportunities to discuss and define useful objectives; initiation of a publicity program; inservice training in extension philosophy and attitudes; careful definition of positions and roles; additional supervision on a regional basis; provincial and county program planning committees; formation of a Department of Extension Education for social science research and teaching; and encouragement of regular professional continuing education.

549. A STUDY OF THE EXPECTATIONS HELD BY FIVE SELECTED JOB GROUPS FOR THE ADMINISTRATIVE ROLE OF THE COUNTY EXTENSION CHAIRMAN JOB GROUP IN THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE. Jones, Howard Eugene. North Carolina University. University Microfilms (Order No. 70-9192). Ed.D. Thesis. 1969. 193p.

The expectations held by five selected job groups for the administrative role of the County Extension Chairman's job group in the North Carolina Agricultural Extension Service was studied. The groups included extension supervisors, specialists, county chairmen, agricultural agents, and home economics agents. A role model consisting of six functions and 51 tasks was designed to guide the study. The hypothesis that there is no difference between the norms established by the North Carolina Agricultural Extension Service administrative staff and expectations held by the five selected job groups concerning the Chairman's job was rejected. There were significant differences between the administrative norms and the five job groups' expectations for 15 of the 51 tasks. A second hypothesis, there is no difference among the five selected job groups in expectations held for the County Extension Chairman's job group, was rejected. The expectations for the five groups were significantly different for 40 of the 51 tasks encompassed in the model. The third hypothesis, there are no differences in exponents' expectation of the administrative role of the Chairman's job group and 11 selected factors, was rejected. Each of the eleven factors was associated with at least four of the 51 tasks.

550. THE FLORIDA LEGISLATORS' PERCEPTION OF THE FLORIDA AGRICULTURAL EXTENSION SERVICE. McCown, Jack Thomas. North Carolina State University. University Microfilms (Order No. 70-9252). Ed.D. Thesis. 1969. 180p.

The purpose of this study was to determine the perception of the Florida Agricultural Extension Service held by members of the Florida Legislature and the extent to which certain personal factors were associated with their perception. The 84 legislators interviewed thought of the Service as an educational organization the main purpose of which should be to help farmers with agricultural production problems. As years of legislative service increased, more importance was assigned to 4-H club work. Legislators living in larger cities assigned a low priority (and legislators from small communities, a higher priority) to the importance of an extension agent serving agriculturally-oriented organizations. Legislators from rural areas were more aware of extension programs and assigned a greater degree of importance to the improvement of home economics practices. Legislators with a high degree of contact with the Extension Service were more aware of extension programs and assigned a higher degree of importance to objectives which refer to agricultural production and the marketing of farm products.

551. DETERMINATION OF GUIDELINES FOR THE EXTENSION EDUCATIONAL LEADERSHIP FUNCTION OF THE COLLEGE OF AGRICULTURE, WEST PAKISTAN AGRICULTURAL UNIVERSITY, LYALLPUR, PAKISTAN. Mian, Hidayat Ullah. Wisconsin University. University Microfilms (Order No. 69-16,975). Ph.D. Thesis. 1969. 347p.

Focusing on basic instruction, inservice training, research, and coordination of functions and personnel, this study used a theoretical model approach to develop guidelines for more effective extension educational operation and leadership by West Pakistan Agricultural University. A brief analysis of the cultural and socioeconomic situation in West Pakistan served as a basis for the model. Recommendations included a combined, interdisciplinary approach to formal training in extension education; competency needs as the chief criterion in curriculum planning; an appropriate combination of agricultural technology and extension methodology; specialization in technical fields with courses in extension education and supporting subjects; initiative by the University to coordinate activities and organize inservice training for extension personnel; and interdisciplinary research that adequately supports field extension and other extension activities.

See also: item numbers 5, 26, 54, 82, 87, 108, 111, 163, 166, 178, 179, 180, 184, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 200, 202, 203, 204, 205, 206, 207, 221, 222, 224, 490, 512, 514, 534, 545.

7700 JUNIOR COLLEGES, COMMUNITY COLLEGES

552. **RELATIONSHIP BETWEEN PERCEIVED FACULTY PARTICIPATION IN THE DECISION-MAKING PROCESS AND JOB SATISFACTION IN THE COMMUNITY COLLEGES OF NORTH CAROLINA.** Barrett, Thomas Chester. North Carolina State University. University Microfilms (Order No. 70-9173). Ed.D. Thesis. 1969. 113p.

The relationship between job satisfaction and the participation of full-time teaching faculty of the North Carolina Community College System in decision making was investigated. It was anticipated that the results of the study would indicate that the level of job satisfaction would be higher as the full-time teaching faculty perceived that they participated in decision-making. Therefore, it was expected that the correlation between the selected independent variables and the dependent variable, job satisfaction, would be high. This did not prove to be the case. In addition, it was expected that the results would indicate a high expectation level on the part of the faculty to participate in decision making. This was verified. Finally, it was anticipated that the results would indicate that the more respondents perceived their participation in decision making, the higher would be their job satisfaction. The results, in general, supported this. Statistical treatment indicated that 3 of the 11 independent variables considered were not significant; two were significant at the .10 level of confidence, two at the .05 level; and four at the .025 level.

553. ADULT EDUCATION IN COMMUNITY COLLEGES IN THE STATE OF WASHINGTON. Watness, Calvin Meredith. Arizona State University. University Microfilms (Order No. 69-20,808). Ed.D. Thesis. 1969. 207p.

The purposes of this study were: (1) to determine the current evening/adult education administrative practices in community colleges in Washington State as perceived by the presidents, the deans of instruction, and the directors of evening/adult education; (2) to analyze selected administrative relationships between the full time day programs and the part time evening/adult programs as perceived by the three groups; and (3) to develop a composite of recommended practices. A specially designed questionnaire focused on the following areas: administration, adult students, finances, facilities, public relations and publicity, lay advisory committees, standards, courses and curricula, instructional staff, and program evaluation. From the 22 institutions in existence, a 95% return came from 19 presidents, 22 deans, and 22 directors. The three groups completed items in the following categories: administration, standards, courses and curricula, and instructional staff. The directors answered only items in the following categories: administration, the adult students, finances, facilities, public relations and publicity, lay advisory committees, and program evaluation. Comparisons were made among responses of the three administrator groups as a whole wherever all three responded to the same question.

554. SOME TRENDS IN COMMUNITY SERVICES PROGRAMS IN COMMUNITY COLLEGES IN THE UNITED STATES: A QUANTITATIVE ASSESSMENT AND SOME QUALITATIVE VIEWS. Compton, J. Lin; And Others. EDRS PRICE MF $0.65, HC $3.29. 1970. 53p. ED 043 322

The broad range of information presented in this study suggests the current status and potential directions of community-junior colleges' community services programs. Data was obtained from 301 responses to a questionnaire sent to all 784 junior colleges listed in the AAJC 1970 directory as having such programs. The areas of concern and some of the information obtained can be seen in the following. Of initial concern was a description of community services directors, deans, and coordinators. Age, highest educational degree obtained, areas of academic preparation, and professional association affiliation were established. Next, opinions of these administrators about the most often consulted professional literature, leading community programs, and leading experts in the field were ascertained. Looking at institutions, enrollment and enrollment changes: number of off-campus programs, personnel, and advisory groups; accreditation status; program acceptance by the college community; and, staff increases and needs are viewed. Important sources of income, their relative importance, and community service budget changes give a budgetary perspective. In the future most respondents foresee increasing emphasis on programs for the disadvantaged and increasing community involvement and financial support as priority needs.

See also: item numbers 5, 35, 88, 182, 258, 270, 429, 435, 469.

7800 PUBLIC SCHOOLS

See: item numbers 3, 73, 74, 75, 80, 84, 194, 274, 365, 420, 421, 426, 427, 429, 431, 435, 461, 479, 502.

7900 BUSINESS AND INDUSTRY

555. CASE STUDIES OF DECISION-MAKING IN ORGANIZATIONS: PURCHASE DECISIONS IN BUSINESS FIRMS. Patchen, Martin; And Others. Michigan University. EDRS PRICE MF $0.65, HC $9.87. Aug. 1969. 241p. ED 047 272

Conducted during 1966-67, these 33 case studies were expected to provide insights into various aspects of organizational decision making (especially the ways in which influence is exerted and perceived in specific decisions). Eleven firms, all having headquarters and at least one plant or division in the Chicago area, were chosen from a directory of the 1,000 largest United States industrial corporations. These 11 firms ranged in type from heavy industrial equipment to publishing and musical instruments. Accounts of nonrepetitive (infrequent or first time) purchasing included 11 cases involving decisions to purchase and use new materials, eight on purchasing or leasing business machines, six on buying machinery and tools, five to purchase trucks, two to conduct plant expansion and maintenance, and a decision to obtain furniture for an individual office. In an effort to trace the chain of communication, 180 people were interviewed as to the product and its use, how the need arose, internal and external information sources, the choice of a particular type of product, and factors (including the supplier's role) in the choice of the successful supplier.

See also: item numbers 53, 79, 86, 131, 151, 181, 292, 393, 394, 397, 423, 429, 431, 432, 436, 449, 460, 496.

8000 ARMED FORCES

556. MILITARY PSYCHOLOGY AND GENERAL PSYCHOLOGY. Crawford, Meredith P. Human Resources Research Organization. Available from Human Resources Research Organization, 300 N. Washington St., Alexandria, Va. 22314. Reprinted from American Psychologist; v25 n4. Apr. 1970. May 1970. 14p.

The development and content of military psychology, and its relevance and application to problems within the military and general social context are discussed in this document. Relevance was considered from the point of view of the substance, the research and development methods, and the especial orientation to implementation of research findings that are associated with military psychology. Among the topics dealt with are techniques of task and skill analysis and job definition and their relationship to research and development in education; precise derivation of objectives in educational technology; and cross cultural interaction.

557. A TASK CLASSIFICATION APPROACH TO MILITARY PROBLEMS: A WORKING PAPER. Blaiwes, Arthur S. Naval Training Device Center, Orlando, Fla. NTIS (AD-713-888). Jun. 1970. 45p.

An account is given of the rationale, methodology, and preliminary results of an initial research effort to develop a scheme for use as a guide in generating and applying behavioral information. Objectives are to clarify relationships between military tasks and existing psychological knowledge, indicate training problems requiring further psychological research, help formulate such research, define training needs and suitable training activities, and suggest properties of a task situation (augmented feedback, for example) which, when added to or substituted for other task properties, might improve performance. Steps for attaining these objectives are summarized, followed by combinations of manipulable characteristics (subcategory "Expectations, Sets, and Habits") with the categories of Instructions, Task Environment, and Monitored Behavior. The document also includes 12 references, a full taxonomy outline, and typical research situations as well as an example of the taxonomy in use.

558. PRINTED-CIRCUIT-BOARD SOLDERING TRAINING FOR GROUP IV PERSONNEL. Hooprich, E.A.; Matlock, E.W. Naval Personnel and Training Research Laboratory, San Diego, Calif. NTIS (AD-713-639). Oct. 1970. 41p.

As part of a larger program to determine which Navy skills can be learned by lower aptitude personnel, and which methods and techniques would be most effective, an experimental course in printed circuit board soldering was given to 186 Group IV students in 13 classes. Two different training approaches--one stressing instructor guidance and the other featuring a film viewer device--were evaluated. Data were obtained using questionnaires and both performance and paper and pencil tests. Group IV soldering efficiency was compared with that of experienced Navy technicians. In addition, tests measuring transfer of skills learned in the course were constructed and administered to selected classes. Major findings were: (1) Group IV personnel succeeded in learning the rather exacting skills required, but needed a much longer training period than other personnel; (2) the film viewer approach proved to be an effective alternative to conventional methods, and was preferred by the Group IV trainees. Recommendations for implementation of findings were made, and research projects--both current and planned--were briefly discussed. (Two references and ten tables and figures are included.)

559. AIRCRAFT RECOGNITION PERFORMANCE OF CREW CHIEFS WITH OR WITHOUT FORWARD OBSERVERS. Baldwin, Robert D.; And Others. Human Resources Research Organization, Alexandria, Va. NTIS (AD-714-213). Aug. 1970. 36p.

A test of aircraft recognition accuracy and decision speed compared the performance of single observers and four-man crews. The test used miniaturized simulations of aircraft which were moved at scaled speeds, altitudes, and distances. The validity of the simulation was evaluated and judged by comparing the results of the test with results obtained from a previous full-scale test. Comparison of single observers with crews revealed that about 50% of the observers performed more effectively when alone than with their crew, in terms of both accuracy and decision speed. The remaining observers performed either equally well, or more effectively, when with a crew than when alone. These two groups of observers were found to prefer different communication sequences. The more effective crew observers tended to be less dependent upon other crewmen's judgments that the less effective crew observers. (Eight references and 15 tables are included.)

560. DEVICE-TASK FIDELITY AND TRANSFER OF TRAINING: AIRCRAFT COCKPIT PROCEDURES TRAINING. Prophet, Wallace W.; Boyd, H.A. Human Resources Research Organization, Alexandria, Va. NTIS (AD-713-433). Jul. 1970. 54p.

An evaluation was made of the training effectiveness of two cockpit procedures training devices, differing greatly in physical fidelity and cost, for use on the ground for a twin-engine, turboprop, fixed-wing aircraft. One group of students received training in cockpit procedures in a relatively expensive, sophisticated, computerized trainer, while another group underwent training in an inexpensive, low-fidelity mockup of the aircraft cockpit. Their subsequent performance in the actual aircraft was compared with that of a control group who received all their procedures training in the aircraft. Results indicated that both training devices produced significant transfer of training in terms of reduced errors and training time. Despite their great differences, the two devices showed no significant differences in effectiveness. Implications for training device design and associated training programs were discussed. (Ten references and 18 figures and tables are included.)

561. DEVELOPMENT AND EVALUATION OF AN IMPROVED RADIO OPERATOR COURSE (05B20). Goffard, S.J.; And Others. Human Resources Research Organization, Alexandria, Va. NTIS (AD-710-865). Jun. 1970. 37p.

The report describes the development and evaluation of an improved radio operator course approved for use by the United States Army. Existing training was reorganized according to the principle of functional context, a method of sequencing training content so that students learn the intended use of new instructional material before being introduced to the material itself. The duties of a radio operator were examined to see how they could be arranged into specific tasks to be taught in progressive sequence. Since each successive task is embedded in a context of tasks which trainees have already learned to perform, they learn to perform all the tasks with relative ease. The effectiveness of the revised course was determined by comparing ten standard and 20 revised classes in 1967-68. (Seven tables and 38 references are included.)

562. SURVEY OF AIR FORCE OFFICER MANAGEMENT ACTIVITIES AND EVALUATION OF PROFESSIONAL MILITARY EDUCATION REQUIREMENTS. Morsh, Joseph E. Lackland AFB, Tex. NTIS (AD-705-574). Dec. 1969. 97p.

This study investigated functions which all military officers perform regardless of specialty; relationships of managerial responsibility to grade, career area, or other variables; and military education requirements in terms of job performance or as contributing to an effective Air Force career. The world-wide sample consisted of 10,242 officers, second lieutenant through colonel. An officer management inventory was administered in 19 major commands. Management job types were not clearly differentiated. Extent of managerial responsibility, however, was directly related to grade. Field grade officers performed an average of about four times as many managerial tasks as company grade officers. Consolidated descriptions of management tasks performed were published for staff, field grade, and company grade officers in each of nine career areas. Officers in all areas tended to allocate more or less the same portion of their jobs to tasks in each management category. Moreover, officers of all grades indicated great need for principles and techniques of leadership; oral and written communication; techniques of logical and creative thinking; problem solving procedures; officer ethics; discipline and morale; military customs, courtesies, and ceremonies; and security of classified military documents and equipment.

563. VETERAN IMPACT ON THE FOUR REGIONAL STATE UNIVERSITIES OF KENTUCKY. Higginbotham, William James, Jr. Indiana University. University Microfilms (Order No. 70-7954). Ed.D. Thesis. 1969. 174p.

An historical study was made to describe and evaluate the impact which the educational benefits aspects of the G.I. Bills of Rights had on higher education in the four regional state universities of Kentucky. Interviews were held with personnel who had been in close association with the educational programs to gather information on enrollment, physical plant, faculty, curriculum, student body, rules and regulations, university services, and financial considerations. Veterans had a tremendous impact on enrollment in 1946-50; this has increased and decreased following military conflicts; special provisions were often made for those who could not meet standard admission requirements. Attrition rate was negligible. Married student housing was begun and other physical facilities have been expanded. The number of faculty was not immediately increased; the relationship of faculty with veterans was closer than with non-veterans. Veterans chose science, industrial arts, and education over other programs. They consistently have held positions of leadership. Attempted abuse of programs by veterans was minimal; there was no evidence of abuse by universities or the Veterans Administration. Further study should be made especially of special needs of veterans admission requirements, and standardized forms and record keeping.

564. THE PLATTSBURG TRAINING CAMP MOVEMENT, 1913-1917. Clifford, John Garry. Indiana University. University Microfilms (Order No. 70-7435). Ph.D. Thesis. 1969. 309p.

During the 2½ years of the United States neutrality during the World War I, a group of private citizens, led by Grenville Clark, sought to persuade the country to prepare itself through training officers for a future citizen army. Clark allied himself with Major General Leonard Wood; they were able to arrange a series of training camps, undertaken with sponsorship from the United States Army. The Plattsburg movement, as this series of camps came to be called, gradually blended into the preparedness movement officially championed by the Wilson Administration in 1916. The citizen training movement had a much longer effect than the military victory of 1918; it was Clark and associates who were largely responsible for the draft established by law in 1940.

See also: item numbers 29, 31, 32, 68, 93, 94, 117, 123, 124, 129, 133, 134, 135, 171, 176, 199, 210, 211, 215, 249, 250, 251, 252, 253, 288, 295, 300, 352, 358, 371, 378, 386, 387, 391, 392, 425, 430, 497, 528.

8050 UNIONS, COOPERATIVES

See: item number 529.

8100 RELIGIOUS

565. FIELD EDUCATION EXPERIENCES AS AN ELEMENT IN THEOLOGICAL SEMINARY PREPARATION FOR THE PARISH MINISTRY AS PERCEIVED BY PARISH MINISTERS. Snider, Kenneth Lavern. Michigan State University. University Microfilms (Order No. 68-17,135). Ph.D. Thesis. 1968. 245p.

The goal of the study was to evaluate the contribution of field education to the competence of the parish minister. Questionnaires were sent to a sample of 471 1964 graduates of 86 Protestant theological seminaries asking for information about their present position, their experience in field education while in seminary, and their judgment of its value. Only 249 of the respondents--75%--were included in the analysis. The findings of the study indicated that most theological seminary students participated in the field education programs either as a requirement or as an elective, and that they perceived field education to be an important part of their preparation. The provision of stimulation and opportunity for creative thinking in real life situations, and of meaning and relevance for classroom learning, and the development of direction for the ministry, were ranked as the most important objectives. The provision of income for student needs was perceived as an unworthy objective for the field education. It was recommended that field education should be required of all seminarians.

566. THE ROLE OF SMALL GROUPS IN CHRISTIAN ADULT EDUCATION. Peters, Russel Marion. Indiana University. University Microfilms (Order No. 71-14,465). Ph.D. Thesis. Dec. 1970. 128p.

Centering on a historical review and analysis of adult Christian education in small groups, this study was designed to identify certain conditions surrounding the formation and operation of selected small groups, to discover their distinctive educational features, and to suggest guidelines for effective use of the small group approach. The role of small groups was traced from the ministry of Jesus and the early apostolic church through the catechetical classes (second century to sixth), the decline of learning, and the Middle Ages. Movements from the 1500's through the 1800's were also described, followed by adult Bible classes, the Koinonia movement, participation training, and other developments in twentieth century American Protestantism. These were among the guidelines formulated: (1) small group members should be fairly diverse in talents and skills, but compatible in values and norms; (2) study should alternate with opportunities for practical application; (3) mutual trust and a sense of community and personal identification should be fostered; (4) the group should be fairly permanent, with regular and frequent meetings; (5) members should have a common purpose or cause; (9) ideally, all members should be trained for performance of responsibilities within the group.

567. THE USE OF MASS MEDIA IN RELIGIOUSLY MOTIVATED ADULT EDUCATION: A REVIEW OF THE LITERATURE. Clyde, Robert W.; Jaberg, Eugene C. ERIC Clearinghouse on Adult Education. EDRS PRICE MF $0.65, HC $3.29. Oct. 1970. 11p. ED 042 072

Beginning with definitions of the mass communication process, this paper reviews mass media adult education literature from a variety of sources (social scientist religious educators, experimental public affairs broadcasting projects, and others) relevant to the use of mass media in connection with group programs stimulated by religious organizations or purposes. Sociological and other works of theory are noted, along with reports on such topics as network radio and television resources, St. Louis Metroplex Assembly, the use of secular films with study groups, and nationwide 1964-65 questionnaire survey assessing the relevance of religious television programs. Twenty-two references and an extensive bibliography are also included.

See also: item numbers 11, 538.

8200 LIBRARIES, MUSEUMS

568. MUSEUMS AND RELATED INSTITUTIONS. A BASIC PROGRAM SURVEY. Rogers, Lola Eriksen. U.S. Office of Education, Washington, D.C. OE-10061 BR-10061. EDRS PRICE MF $0.65, HC available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (FS 5.210:10061, $1.25). 1969. 127p. ED 037 983

Data are presented in tabular and descriptive form regarding the national pattern of museum distribution, including their governing authorities, exhibit subject classifications, and geographical locations. Attention is given to facilities and resources, staff, operating expenditures, attendance, and programs. Some indications of quality in museums are also examined.

569. CASE STUDIES OF THREE MIDWESTERN ART MUSEUMS AS THEY FUNCTION AS ADULT EDUCATION INSTITUTIONS, WITH AN INTRODUCTORY HISTORY OF ADULT EDUCATION IN AMERICAN ART MUSEUMS. Furstenberg, James Henry. Wisconsin University. University Microfilms (Order No. 70-3537). Ph.D. Thesis. 1969. 498p.

The study describes current art museum adult education programs and objectives in three art museums. Data were gathered through interviews with museum staffs, from current publications and records, and from clipping files and historical documents. Each museum sponsors training for volunteer guides and a yearly show for collectors and provides programs for adults. Each has a library, and publishes a bulletin, catalogs and scholarly monographs. Education staffs include from eight to 10 persons, excluding instructors. Few arrangements are made for staff inservice training. Few records of visitor participation are kept, and little effort to determine program effectiveness is made. Among the work being done in the three museums are: Toledo's acoustical devices for supplementing the interpretation of works in the permanent collection, art classes, and a musical program; Detroit's films, lectures, concerts, classes, and training and supervision of volunteers; and St. Louis' lectures, tours, talks, and plan to recruit suburbanites through a museum sponsored membership group which supplies volunteer guides, operates a shop and provides special interest groups.

570. A STUDY OF ADULT INFORMATION NEEDS IN INDIANA. Bonser, Charles; Wentworth, Jack R. Indiana University. EDRS PRICE MF $0.65, HC $6.58. 1970. 130p. ED 044 133

The major objectives of this study of adult information needs in Indiana were: (1) to gain some understanding of persent and future needs of the business and industry, agriculture and labor sectors of Indiana's economy, (2) to determine and evaluate how these sectors now meet information needs and (3) to explore the information-acquiring habits of the general public, their willingness to pay for library services, and their opinions of present services and changes which could be made. The conclusions of the study, which can serve as a model for public libraries throughout Indiana, indicate that the public library has little relevance to the information needs of the adult population. The well-educated housewife is the major user, few men make use of the library and the library is not meeting the self-education or reference functions set as its major reason for existence. New approaches and operating techniques must be tried or the public library will become an extension of the public schools or a publicly subsidized recreational service for the well-educated housewife.

571. PARLIAMENT AND POPULAR CULTURE IN THE EARLY NINETEENTH CENTURY; SOME STRANDS IN THE HISTORY OF LIBRARIES AND ADULT EDUCATION. Reid-Smith, Edward R. Available from Research in Librarianship, Subscription Dept., 6 Ellesmere Rd., Chorlton-cum-Hardy, Manchester, 21, England (Price 6/6d. postpaid). Pamphlet No. 3. Aug. 1969. 28p.

Based on information from various official sources, this paper covers nineteenth century British Library adult education up to 1845, along with the precedent set by the 1709 Parochial Libraries Act. Major educational and legislative efforts to combat crime, poverty, and other social problems are documented. An account is given of how the 1834 Select Committee on Drunkenness, the 1835 Public Walks and Public Institutions Bills, the 1835-36 Select Committee on the British Museum, the 1836 Public Institutions Bill, the 1837 Public Walks and Institutions Bills, and the 1845 Museums Bills contributed directly or indirectly to library extension and cultural education as well as providing opportunities for healthy recreation. The document includes 71 references.

See also: item numbers 8, 500, 568.

8300 STATE, LOCAL GOVERNMENTS

See: item numbers 8, 382.

8500 FEDERAL GOVERNMENT

See: item numbers 173, 260, 330, 532.

9000 INTERNATIONAL PERSPECTIVE

9020 INTERNATIONAL, COMPARATIVE STUDIES

572. DEVELOPING A METHODOLOGY FOR COMPARATIVE STUDIES IN ADULT EDUCATION. Kidd, J.R. In Convergence; v3 n3. 1970. p12-26.

In this critical review of concepts, international activities, and research methods in comparative adult education, the author discusses new approaches (cross cultural studies, comparative disciplines, simulation, systems analysis, innovation theory, study of participant characteristics, and others) that may prove more suitable than those stressing formal educational systems. (Abstracts in French, Spanish, and Russian are included.)

573. HISTORY'S PART IN THE COMPARATIVE STUDY OF ADULT EDUCATION. Carlson, Robert A. In Convergence; v3 n3. 1970. p39-42.

Comparative historical research in adult education endeavors, within a given framework of values, to assess differences and similarities between nations and regions as to program objectives, organizational structure, culture, geography, economic conditions, political systems, and other aspects or influences. Comparative historians have the task of synthesizing the efforts of nations and educational institutions in order to provide analyses that might prove useful to policy makers. A major research problem lies, however, in the lack of consistent, comparable data in many countries. (Abstracts in French, Spanish, and Russian are included.)

574. RESEARCH IN COMPARATIVE EDUCATION AT THE U.S.S.R. ACADEMY OF EDUCATIONAL SCIENCES. Malkova, zoya. In Convergence; v3 n4. 1970. p24-28.

Knowledge of education in different countries is a prerequisite to global study. Influenced by technological development, educators try to squeeze old content into a new form--the comprehensive school. Britain and the United States in their attempts to write new science courses have produced too narrowly specialized and difficult ones which do not take into account students' cognitive ability.

575. INTERNATIONALES JAHRBUCH DER ERWACHSENENBILDUNG, 1969. INTERNATIONAL YEAR-BOOK OF ADULT EDUCATION. L'ANEE INTERNATIONALE DE L'EDUCATION DES ADULTES. Knoll, Joachim H., Ed. Ruhr-Universitaet, Bochum (West Germany). Available from Quelle & Meyer Verlag, 6900 Heidelberg 1, Schloss-Wolfsbrunnen-Weg 29, Postfach 1340 (26 DM). Text in German, French, and English. 1969. 298p.

This volume of the International Year-book of Adult Education concentrates on interrelated aspects of university education, research, and adult education. Nine articles, accompanied by abstracts in German, English, and French, deal with adult education research in modern Yougoslavia (since 1950); adult education as a field of study within the sphere of "andragology" (andragogy, or adult education) at the University of Amsterdam; the state of the art of adult education research at the Institute of Educational Research and elsewhere in Norway; adult educator training at the University of Manchester; the role of the Pedagogical Working Centre of the German Association for Adult Education as regards adult education research; and adult education and training in West German industry. Shorter articles on adult education as a discipline, the Swedish folk high schools from 1968 to 1969, correspondence study in West Germany, and a plan for adult educational change in Baden-Wuerttemberg (West Germany), also appear. The document includes book reviews and lists of publications.

576. EXPERIMENTE UND VERAENDERUNGEN; TENDENZEN DER ERWACHSENENBILDUNG IN EUROPA UND UEBERSEE (EXPERIMENTATION AND CHANGE; TENDENCIES IN ADULT EDUCATION IN EUROPE AND ABROAD). Dolff, Helmuth, Ed.; Weinberg, Johannes, Ed. Available from Georg Westermann Verlag, Braunschweig, West Germany (Publication No. 167053, 7.80 DM). Text in German. 1969. 186p.

Acknowledging the weaknesses that still exist in international communication on worldwide developments in adult education, the book opens by considering some examples of both diversity and convergence around the world, followed by the 1961 Montreal Declaration on the challenges confronting adult education in a rapidly changing world. The book then describes labor education in Great Britain through the Workers' Educational Association and other types of institutions; retirement education in Britain; research and planning in French labor and industrial growth and diversification in the Norwegian adult education system, and the broad Japanese system of adult oriented cultural and educational opportunities. Literacy, women's education, and other principal forms of adult education throughout Africa are also reviewed. Other chapters deal with the Central American Institute for Cultural Extension

(ICECU), an ICECU sponsored professional adult educator seminar in Costa Rica, courses for professional adult educator preparation at the University of British Columbia, and efforts within the Communist bloc nations of Europe to formulate adult education theories. Extensive chapter references are included.

See also: item numbers 11, 23, 97, 144, 164, 185, 227, 322, 347, 388, 407, 439, 491, 499.

9040 DEVELOPING NATIONS

See: item numbers 54, 105, 137, 197. 407.

9350 CANADA

See: item numbers 9, 10, 18, 19, 27, 59, 80, 114, 157, 259, 280, 283, 314, 365, 367, 434, 457, 474, 478, 548.

9400 LATIN AMERICA

See: item numbers 97, 99, 187, 324, 343, 485, 536, 537.

9500 EUROPE

See: item numbers 144, 161, 185, 410, 439, 574, 575.

9520 GREAT BRITAIN--SCOTLAND

577. **A PASSING FASHION IN NINETEENTH CENTURY ENGLISH ADULT EDUCATION: THE CAMBOR DEBATING AND MUTUAL IMPROVEMENT SOCIETY.** Stephens, Michael D.; Roderick, Gordon W. In Paedagogica Historica; v10 n1. 1970. p171-180.

A case study of the rise and decline of a middle class debating society as a feature of adult-vocational education.

See also: item numbers 11, 57, 234, 354, 393, 396, 397, 408, 423, 571.

9530 SCANDANAVIA

See: item numbers 111, 137.

9570 YUGOSLAVIA

See: item number 401.

9650 MIDDLE, NEAR EAST

See: item numbers 54, 345, 471.

9700 AFRICA

See: item numbers 7, 137, 321, 323, 342, 405, 477, 486.

9800 ASIA

578. EARLY HISTORY OF ADULT EDUCATION IN INDIA. Chetsingh, Ranjit M. In Indian Journal of Adult Education; v31 n10. Oct. 1970. p3-10.

See also: item numbers 97, 186, 197, 319, 344, 470, 480, 481, 482, 488, 491, 492, 551.

9950 AUSTRALIA, NEW ZEALAND, OCEANIA

See: item numbers 74, 78, 473, 544.

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